

# **3RD- FIRST LAN GUAGE-ENGLISH**

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**by Karnataka Textbook  
Society**

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**Government of Karnataka**

**English Reader**  
**FIRST LANGUAGE**

**(Revised)**

**3**

**THIRD STANDARD**

**Karnataka Textbook Society (R.)**

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## Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF-2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and from 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF– 2005 has a number of special features and they are:

1. connecting knowledge to life activities
2. learning to shift from rote methods
3. enriching the curriculum beyond textbooks
4. learning experiences for the construction of knowledge
5. making examinations flexible and integrating them with classroom experiences
6. caring for concerns within the democratic policy of the country
7. making education relevant to the present and future needs.
8. softening the subject boundaries- integrated knowledge and the joy of learning.
9. the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach. The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all-round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to

appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learners master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

**Prof. G. S. Mudambadithaya: Coordinator,** Curriculum Revision and Textbook Preparation, Karnataka Textbook Society®, Bengaluru, Karnataka

**Nagendra Kumar: Managing Director,** Karnataka Textbook Society®  
Bengaluru, Karnataka

## NOTE TO THE TEACHER

**Dear Teacher,**

**Here are a few suggestions to make the teaching of this book enjoyable and fruitful.**

This text gives equal importance to the skills of Listening, Speaking, Reading and Writing. Hence every lesson begins with either a story or a poem. The story should be read or narrated in English. Please do the pre-reading activities before starting the lessons.

The listening passages may take up a whole period, but it is worthwhile because firstly, students enjoy stories and, secondly, they need to develop listening skill which is rarely addressed elsewhere. The questions for the listening text may be written on the board before the reading or narration begins so that the students can focus on the story and later answer questions properly.

The Reading texts can be read by the teacher imaginatively, with changes in voice followed by learners reading it silently. This stage is followed by questions and answers and interaction.

The “Let us understand” and “Let us speak” questions provide an opportunity to each student to get a turn in answering questions. The English class is the only place where students get to interact in English. Hence, let them speak in English in the class whenever there is an opportunity. The sections “New Words” and “Word List” (at the end of the book) give the meanings of difficult words and enable students to use them confidently in their sentences. Make good use of them! All the best! -

**Chairperson**

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**About the Revision of Textbooks**

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard 1 to 10, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class 1 to 10, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined alongside with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served

in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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## UNIT 1

### PROSE

#### JUMBO OF INDIAN CRICKET – ANIL KUMBLE

##### **Pre-reading Activities:**

Ask the children if they play any games, and what games they like to play. Also ask them if they have played Kabbadi. Say that you will read something about Kabbadi, and ask them to listen to it. Write the questions on the board and then read. After the reading, ask the students to answer the questions.

1. Is Kabbadi a team game?
2. How many players are there in each team?
3. What does “Kabbadi Kabbadi” mean?
4. What is the duration of a Kabbadi game?
5. Do women also play this game?
6. What is “Hu- tu- tu” & “Ha- Do- Do”?

##### **Listening passage before the reading of prose lesson on Kumble:**

##### Kabbadi

Kabbadi is a team game. Two teams with seven players each occupy opposite halves of a field. The first team sends a member, known as the raider to the other half of the field to attack. This person has to keep saying “Kabbadi Kabbadi” all the time holding the breath and try to win points for his team by touching or pulling members of the opposite team and getting them out. The team on the other side tries to form a chain and catch the raider to get a point for their team. They try to stop the raider from going to the home side before taking a breath. This is a very exciting game. Kabbadi is derived from a Hindi and Punjabi word meaning “holding the breath.” In Western India the game is known as “Hu-tu-tu.” In Eastern India it is also known as “Ha- Do- Do.” The game is played for 40 minutes with a 5 minute half-time break. Both men and women play this game.

##### **Now, get the answers to the questions orally:**

After the students have answered, ask them:

Now, how many of you play Cricket? Have you heard of Anil Kumble? He created history by taking all the ten wickets in an innings. He is a living Legend!

**Let us read:**

## **JUMBO OF INDIAN CRICKET– ANIL KUMBLE**



Anil Kumble was born on October 17, 1970 in Bengaluru. He began playing cricket in the streets of Basavangudi in Bengaluru. Later, he joined the Young Cricketers club. He started playing first class cricket in 1989. He is also a qualified mechanical engineer.

Anil began playing test matches in 1990. In the match against England, he took 3 wickets in 43 overs with 7 maiden overs. He has taken 619 test wickets, the third largest in Test history. In 1999, Kumble set a new record by taking all 10 wickets in single innings while playing against Pakistan. He is the first Indian cricketer to achieve this!

He has been honoured with the Arjuna Award and the Padmashree by the Government of India. The Government of Karnataka has honoured him by naming a roundabout in Bengaluru as the “Anil Kumble” circle.

Anil Kumble served as the captain of the Indian Test team before he retired. He lives in Bengaluru with his wife Chetana and their three children.





New words:

First class: in simple words, it means a match played cricket between two states or two countries

Roundabout: a place where two or more roads meet round a central point

Let us understand:

**1. Answer the following orally:**

1. Where did Anil first start playing cricket?
2. When did Anil play his first test match?
3. What awards has the Government of India given him?
4. Where does Anil Kumble live now?

**A. Let us talk and enjoy:**

1. Discuss with your friends “an average day in the life of a sportsman.”
2. What should the food habits of a sports person be? Discuss.

**2. Look at the picture and answer the questions orally:**







1. Is Aamir boxing?
2. Is Sachin bowling?

3. Is Anand rowing?
4. Is Asin playing golf?

**3. Let us write:**

1. **Write answers to the following in your notebook:**
  1. Which club did Anil join?
  2. What has Anil Kumble studied?
  3. What is the record set by Anil Kumble?
  4. How has the Karnataka Government honoured Kumble?

**B. Match the following:**

1		Gundappa Vishwanath
2		Rahul Dravid
3		Shanta Rangaswamy
4		Robin Uthappa

Do you know these cricketers? They are from Karnataka too! Let's see if you can match the names with the pictures.

**C. Some games are played inside a building. Others are played outside. For example: Chess is played inside whereas hockey, the national game of India, is played outside. Games that are played inside are called indoor games. Games that are played outside are called outdoor games.**

**Now look at the pictures below and complete the table:**





Indoor Games	Outdoor Games

#### 4. Let us practise language:

1. Look at the little boy. What is he doing?



He is **running**

2. What is the little girl doing?



She is **eating**.

What do these words **running** and **eating** tell us?

They tell us what the boy and the girl are doing. **Running** and **eating**. These words show **action**.

A. Now look at these pictures and write the action word for each picture.



B. Now write five sentences of your own using these action words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Look at the given picture and describe it in about five sentences using the action words:-



**Let us do:**

5. A) Make a paper-plate football.

**What you'll need is:**

A plain paper plate, red craft paint, black crayon, glue stick, 24" yellow crepe paper streamer, a pair of scissors.

**How to make it:** Draw a football pattern in the inner circle on the paper plate. Colour alternate areas black with a crayon. Trace the joining lines as well. Paint the outer circle of the plate red. Cut the streamer into two pieces, one a little bit longer than the other. Keep the longer strip aside. Cut the remaining strip into two strips of equal length. One strip should be narrow and the other wide. Stick the longest, widest strip to the back of the plate in the center. Stick the medium strip on one side of the long tape, then finally, stick the narrow strip on the other side of the strip. Using white glue, attach pom-poms around the border of the plate, as shown in the picture. Your paper plate football is ready.





**B. Team Work: Divide yourselves into groups of five. Each group should discuss its favourite sport and favourite sport stars. Collect the pictures of the stars, write two sentences about each of them, and make a collage of this on a piece of chart paper. Display the charts on the display board in class.**

**New word:**

Collage: the art of making a picture by sticking pieces of coloured cloth or photo graphs onto a surface

**POEM**

**SPORTS IS FUN**

**Pre-reading Activities:**

Ask the children if they know any doctors. Then ask them about the different types of doctors. **Example:** a dentist, an eye specialist, a surgeon so on. Then ask if they go to any doctor every day. Then ask them if they know about the six doctors we should go to everyday if we want to keep healthy. Tell them that they will read an action poem which tells them about these doctors and ask them to listen, repeat and imitate the actions after you.

**The Best Six Doctors (An Action Poem)**

The best six doctors, (Put up six fingers)  
And no one can deny it, (Shake / nod head)  
Are sunshine, water, rest and air  
Exercise and diet. (count using fingers)  
These six will gladly attend you (put up six fingers)  
If only you are willing, (point to the children)  
Your mind they will ease, (point to the head)  
Your will they will mend, (points to self)  
And charge you not a shilling. (nods the head slowly)

The teacher asks them if they liked the poem. Asks them what actions they perform in the order in which they perform them. Ask them why they did this. Ask leading questions. Do you think doing exercises in the morning is good? Do you also do this in the morning? Do you do breathing exercises? How do you feel after doing them? Do you feel more energetic or dull? Would you like to know more about the sea?

**Let us understand: Answer orally:**

1. Who are the six doctors?
2. What will these do to your mind?
3. How much do they charge?
4. Are they real doctors?
5. Where do you find these doctors?

**Let's Recite:**

The teacher asks the children if they like to participate in sports. What events they would like to participate in? What are the different sports events they would like to take part in? What different games would they like to take part in? Do they like sports activities? Ask them if they would like to listen to a poem telling them about the different sports and games?



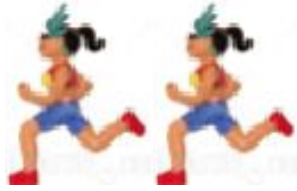


Ask them to repeat the poem after you. Read the poem with proper intonation and modulation.

**Listen to the poem The Best Six Doctors.**

**Let us recite:**

## **SPORTS IS FUN**

**(Repeat after your teacher)**

<p>Sports is fun, For each and every one. Let's go out and play, On this bright sunny day!</p>	
<p>Should we play and skip? Or do high jump or long jump? Let's race each other, To see who runs faster!</p>	
<p>Come out and play, Throw ball and volleyball, Kick the football, Basket the basketball! Hockey and cricket, Let's play them all!</p>	
<p>Oh! Look at the pool,</p>	

Let's swim. It'll make us cool.  
And then we shall go,  
Walking to School!



### New Words

Bright: shining strongly; full of light

Skip: jump over a rope holding both ends

Volley: hit or kick the ball before it touches the ground

Pool: a small area of still water formed naturally or artificially

### Let us understand:

#### 1. Answer the following questions orally:-

1. What does the poet want to do?
2. What are some of the things the poet wants to do?
3. What games does the poet mention?
4. What would you like to play?

#### A. Discuss with your friends.

1. Which games are easy to play?
2. Which game does not need any materials?

#### 2. Let us write:

1. Look at the poem and complete this exercise. Copy down the sentences in your notebook.

Should \_\_\_\_\_

Or do high \_\_\_\_\_ or \_\_\_\_\_ jump?

Let's \_\_\_\_\_ each other,

To see who \_\_\_\_\_!

Come \_\_\_\_\_ and play

\_\_\_\_\_ and volley ball,

\_\_\_\_\_ the football

Basket the \_\_\_\_\_

**B. Write the answers for the following:**

1. For whom is sports fun?
2. What is the day like?
3. What can you do in a pool?
4. What do you understand by “let’s play them all?”

**3. Let us search for these words:**

Helmet; safety; stop; gear ; brakes; bike ; signal ; horn ; trail

**Bike Word Search**

S	P	F	N	R	O	H	A
S	P	M	I	J	C	N	M
X	A	G	Y	Y	X	S	F
E	D	Z	L	B	T	P	K
E	S	N	T	I	R	I	E
P	I	S	E	K	A	R	B
O	G	P	M	E	I	G	R
T	N	L	L	H	L	EO	
S	A	F	E	T	Y	A	D
Q	L	K	H	A	Z	R	E

**4. List five games the names of which end in “-ing”**

**Ex. Skipping**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**5. Let us do. See who is going to get the Turkey.**



God has filled colours in all His creation. Let us admire this colourful world. Imagine if there were no colours and the whole world was black and white! It would be so boring, wouldn't it? Do you know you can meditate on colours and absorb the positive energy of different colours? How do we do this? Simple! Just follow these steps.

Keep an object of a particular colour in front of you. It can be a dress, a toy, a piece of cloth, or anything.

1. Watch the object for two – three minutes.
2. Close your eyes and visualize the colour for two minutes.

**Now let us see the benefits of each colour:**

**RED**

Removes lethargy. Fills us with energy.

## **YELLOW**

Cures digestive problems

Helps regain health after illness

## **VIOLET**

Improves memory and concentration.

Helps in the flow of ideas.

## **GREEN**

Removes fear and worry

Calms the mind

### **6. Let us repeat and enjoy:**

#### **The Bear in Tennis Shoes.**

The other day, (group repeats) I met a bear (group repeats)

With tennis shoes (group repeats) a dandy pair (group repeats)

He looked at me (group repeats) I looked at him (group repeats)

He sized me up (group repeats) I sized him up (group repeats)

He said to me (group repeats) Why don't you run? (group repeats)

I see that you (group repeats) want to have fun! (group repeats)

So I did run (group repeats) away from there (group repeats)

And right behind me, (group repeats) came that bear (group repeats)



**7. Let us say aloud:**

Set - met; last - blast; fine - mine; day - way.

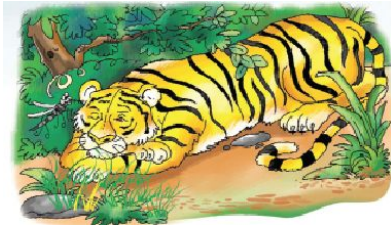
## UNIT 2

### PROSE

#### ALL BIRDS CANNOT FLY

**Pre-Reading Activities:** Listen to the story of The Tiger and The Mosquito

**Read and act out this story.**



A tiger was dozing under a tree. A mosquito came buzzing by. The tiger said, “Hey! Mosquito! Go away!”

The mosquito said, “Why should I go away? I am not afraid of you!”

The tiger was angry. He hit out with his paw.



The mosquito flew off. The paw struck his own cheek. It began to bleed.

The mosquito buzzed away.

The tiger struck with his other paw. The mosquito flew off. This time, too, he hit himself.



The tiger was helpless. The mosquito continued to buzz.

The tiger got up and quietly walked away.



The mosquito called out after him, “Don’t be so proud, my friend. Everyone is great in his own way!”

Mrinalini Srivastava

### **New words**

Angry, bleed, great, hit, proud,

### **Comprehension**

1. Who are the characters in the story?
2. Who was angry?
3. Who flew away?
4. Where did tigers paw struck?
5. What is the moral of the story?

Suggestions:

**Start the lesson with small conversation of 3-4 lines**

e.g., Teacher: Somu, why were you absent yesterday?

Somu: Ma’am I had a severe toothache yesterday.

Teacher: Did you go to a dentist?



Somu: Yes, I did. I am on treatment now.

Teacher: Well, recover soon.

Somu: Thank you ma'am.

Write a number of conversations on different situations. Read out dialogues with proper pause, stress and intonation.

**Let us read:**

### ALL BIRDS CANNOT FLY

An Ostrich was sitting with a gloomy face in a forest. A hen came there. The hen saw the ostrich. They talked to each other. What did they talk about? Read on.

**Characters: Ostrich, hen and peacock**

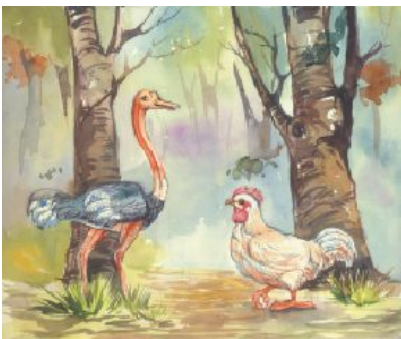
**Hen:** Good morning, Ostrich. How're you?

**Ostrich:** Boo-hoo, Boo-hoo! I'm sad, I'm sad!

**Hen:** Sad? Why? What's the matter? Why're you sad?

**Ostrich:** I'm not happy with God. I'm angry with Him.

**Hen:** Why? What did He do?



**Ostrich:** He has given me wings, but I can't fly in the sky. Look at those birds flying high in the sky! I can't do that!

**Hen:** Oh! That's the matter. So what if you can't fly? Look at me. I'm also a bird. But even I can't fly.

**Ostrich:** Hm... May be. But I wish I could fly! So many other birds can fly. Boo-hoo, boo-hoo! I'm sad, I can't fly!

**Hen:** Oh, don't worry! You can do so many things that other birds can't do. You should be proud that you are the largest and swiftest running bird. No bird can compete with you. And yes, there is one more thing that you should be proud of...



(Meanwhile a peacock enters)

**Peacock:** Hello everybody! Friend hen, you were saying that the ostrich should be proud of one more thing... what's that "one more thing"?

**Hen:** The ostrich lays the largest eggs of all. They weigh many kilograms!

**Ostrich:** That's true! But... but I can't fly! I can't fly!

**Peacock:** Oh, come on, don't be so sad! Look at me. I'm a bird too, but I can fly only a few yards. I can't fly high in the sky! And....you might be surprised to know... but there're many other birds who can't fly.

**Ostrich:** (wiping its tears and looking surprised): Really? Many others? Can you tell me who those are?

**Hen:** Sure. Kiwis can't fly at all. Penguins can hardly fly. They live on the snow. And they're all very happy. They don't feel sad at all.

**Ostrich:** Oh! Is that so? Then I'll not feel sad anymore (jumps around with relief). Now, I'm happy. Now I know all birds can't fly.

Ho! Ho! I'm happy! I'm happy! Now I am happy! Now I am happy!



New word:

Gloomy: sad, depressed

Proud: feeling pleased with one's achievement

Swift: quick / sudden

Compete: take part in a contest/ competition

Yard: unit of measurement (3 ft.) 1 ກິໂລ

**1. Answer these questions orally:**

1. Which is the largest and swiftest bird?
2. Can all birds fly?
3. Where do kiwis and penguins live?

**Let us speak:**

**2. Answer these questions orally:**

1. Why do you think all of you do not get same marks in the tests?
2. Do you become happy when you do things differently from your friends?
3. Who is the fastest runner/ good singer/ painter in your class?

**Let us write:**

**3. Write down the answers to the following questions in one or two sentences in your note book.**

1. Name the birds mentioned in the story.
2. Why was the ostrich unhappy?
3. Who was angry with God?
4. What should the ostrich be proud of?

**Let us practise language:**

- 4. In part “A” statements are given. In part “B” instructions are given. Match them correctly and copy down the answers in your notebook.**

A	B
1. My handwriting id bad	A. Go on foot today
2. It is raining outside	B. Help me to lift it
3. There is no petrol in the vehicle	C. Be careful while crossing it
4. The road is very crowded	D. Practice copy writing
5. The box is very heavy	E. Put on your rain coat and go

- 5. Help these friends to reach their houses.**

We “un”, “dis”, and “im” are friends. We have lost our way to our houses. Please show us the way.

**dis**

Satisfaction, appear, like, honest, continue

**im**

Proper, patient, partial, possible, perfect, pure

**un**

Familiar, fair, certain, happy, known

- 6. A. Read the names of birds given below. Write them in the two columns. Your teacher will help you.**



Pigeon, Parrot, eagle, sparrow, sparrow, ostrich, peacock, penguin, kiwi, hen





Birds that can fly	Birds that cannot fly
--------------------	-----------------------

**B. Match the pictures with the words.**

gloomy face	
angry face	
smiling face	
crying face	

**C. Complete the sentences and match pictures of birds and animals with their habits:**

1. I can fly. Who am I? I am _____	
2. I can swing and jump. Who am I? I am _____	

3. I can climb. Who am I? I am _____	
4. I can crawl. Who am I? I am _____	
5. I can swim. Who am I? I am _____	
6. I can hop. Who am I? I am _____	

**D. Join the dots and see which bird it is. Name the bird. Write its habitat and food.**



**Let us talk:**

**7. Practise these dialogues in pairs:**

Sheela: Hi Rahul! Why are you limping?

Rahul: I hurt my ankle while playing yesterday.

Sheela: Oh! I am sorry to hear that. Have you shown your ankle to a doctor?

Rahul: Yes, I did this morning. He has advised me to take rest.

Sheela: Then don't move around much. Here let me give those books to the teacher.

Rahul: Thank you, Sheela. That's very kind of you.  
Suresh: Hello Mahesh! Where were you yesterday?  
Mahesh: Oh! I was at the "Teachers' Day" function.  
Suresh: Who was the Chief Guest?  
Mahesh: It was Mr. Prasad, the Mayor of our City Corporation.  
Suresh: Well. How was his speech?  
Mahesh: Fantastic. He asked us to follow the principles of Dr. Radhakrishnan, like simplicity and punctuality.  
Suresh: Good! I have to go. See you later, Mahesh.  
Mahesh: Bye. Have a nice day!

## Poem

### THE LITTLE DUCKLING

#### Pre-reading activity:

Think about the following question and discuss it with your friends in groups:

"If you could have four hands instead of two, eyes at the back of your head too, could be awake all the time instead of going to sleep at night, could remember everything that ever happened to you, how would your life be - better or worse?"

#### Let us begin:

#### Solve these riddles-

1. Whether there is rain or not  
I am always green  
I never use a lip-stick  
My lips are red  
I can speak like human beings.  
Who am I?
2. I am a bird but I can't fly.

I can swim. I live in the Antarctic.

I am black and white in colour.

I lay a single egg in a season

Who am I?

**Follow this interesting poem in your book when your teacher reads it.**



The little duckling sees a peacock.

“What a beautiful tail! I want a beautiful tail, too!”

Suddenly the little duckling has a big, beautiful peacock’s tail!

The little duckling is very pleased.



The little duckling sees a flamingo.

“What beautiful legs! I want beautiful legs, too!”

Suddenly the little duckling has long, thin, pink legs!

The little duckling is very pleased.



The little duckling sees an eagle.

“What beautiful wings! I want beautiful wings, too!”

Suddenly, the little duckling has big, brown wings!

The little duckling is very pleased.





The little duckling sees a cock.

“What a beautiful hat! I want a beautiful hat, too!”

Suddenly, the little duckling has a big, red, handsome hat!

The little duckling is very pleased.



All the little duckling's friends swim in the river.

The little duckling says, “Stop! Wait for me!”

And he jumps into the water.

But his peacock's tail is very heavy.

His big, brown wings are very heavy.

His long, thin, pink legs cannot swim.

His handsome red hat is very heavy and he can't breathe.

Glug! Glug! Glug!

“I want a little duckling's tail, and a little duckling's legs and wings,

And I don't want a hat!”

Suddenly the little duckling can swim. And he can swim very well.

Soon he is with his friends.



*New words:*

Pleased– happy

Heavy- not light, having great weight

Handsome- good - looking

Glug- sound made while drowning in water

Hat- the cock's comb

**Let us understand:**

**1. Answer these questions orally:**

1. Which bird has a beautiful tail?
2. What kind of hat does the cock have?
3. What qualities of others do you desire to have in yourself?

**Let us write:**

**2. Write the answers to the following in your notebook.**

1. Make a list of birds that the little duckling sees.
2. Which bird has long, thin, pink legs?
3. Name the bird with big, brown wings.
4. Where do the little duckling's friends swim?
5. Describe the cock's hat.



**3. Match the words in A with the names of birds in B.**

A	B
1. big, beautiful tail	cock
2. long, thin, pink, legs	eagle
3. big, brown wings	peacock
4. big, red, handsome hat	flamingo



**4. Let us recite and enjoy:**

Cats and dogs are animals dear,  
Cocks and crows are birds so near,  
Cows and goats are useful here,  
Rats and mice are too small to fear.

**5. Let us do:**

Draw pictures of a peacock, a flamingo, an eagle and a cock.

**6. Let us say aloud:**

Tail - sail; pink - sink; brown - drown; wing - sing

## UNIT 3

### PROSE

#### HOW TENALI RAMA BECAME A JESTER

##### Pre-reading Activities:

Ask the following riddle slowly:

There are twenty crows on a tree. All but nine fly away. How many are there on the tree?

Stories of Tenali Ramakrishna, Akbar and Birbal can be narrated. There are stories of Tenali Rama in Kannada, Tamil and Telugu. Scores of stories are told about him all over South India. Children's books, comics, and even a television serial, have been made around this legendary jester.

Instead of, or along with, the riddle given above other riddles can be asked during the warm-up activity to make the students think about the language used therein.

Narrate or read this story and let the students write the appropriate sentences below the pictures in the textbook.

##### Listening Comprehension:

#### STORY OF THE WISE MINISTER

There was once a king who had a wise minister. It was the habit of this minister to say, "Whatever happens, happens for the best." Once the king went with his minister hunting in the forest. His horse stumbled and the king fell down. He hurt his big toe on the right foot. The minister, on looking at this, said calmly, "Do not worry, my Lord, whatever happens, happens for the best!" The king, hurt from his fall, was angry at these words. He looked around and saw an old, dried-up well nearby. He pushed the minister into the well and walked on. Soon a group of cannibals saw the king and shouted with joy. They carried him to their chief. The chief told them to get the king ready for a sacrifice to their Goddess. As the cannibals were taking the king to the river, they saw that he couldn't walk properly

since his toe was hurt. One of the cannibals ran back to the chief to report this.

The chief heard him and told him to let the king free because he was hurt and couldn't be offered to the Goddess. The king, now walking away a free man, recalled the minister's words. He felt that the minister was right and looked for him in the well. The minister was still there, wondering how to get out. The king pulled him out with difficulty and hugged him, apologizing sincerely. The minister thanked the king, saying that he was alive only because the king had pushed him into the well.

New words:

Cannibals: people who eat human flesh, ನರಭಕ್ಷಕರು

**Listen to the story of the wise minister and write these sentences below the appropriate pictures.**

1. The king hugged the minister.
2. The king hurt his big toe on the right foot.
3. There was once a king and a wise minister.
4. The cannibals took the king to their Chief.



Let us read:

## HOW TENALI RAMA BECAME A JESTER

In a South Indian village called Tenali there lived a clever boy. His name was Rama. Once, a wandering sage saw him and liked his looks and clever ways. So he taught him a prayer and told him, “Go to the goddess Kali’s temple one night and recite these words three million times. She will appear before you and give you whatever you ask for.”



Rama went to the Kali temple outside his village and did as he was told. The Goddess appeared before him with her several faces and two hands. When the boy looked at her appearance, he wasn’t frightened. He began laughing. Angry, the Goddess asked him, “Why are you laughing at me?”

Rama answered, “O Mother, we humans have lot of trouble wiping our noses when we catch a cold, though we have two hands and only one nose. If you, with your many faces, catch a cold, how will you manage with just two hands for all those noses?”

The Goddess was furious. She said, “Since you laughed at me, you’ll be a vikatakavi, a jester.”

“Oh, a vi-ka-ta-ka-vi! That’s terrific! It’s a palindrome,” replied Rama. The Goddess was pleased by Rama’s cleverness that saw a joke even in a curse. She at once became calm and said, “You’ll be a vikatakavi, but you will be a jester to a king,” and she vanished.

In this way, Tenali Rama began to live as a jester in the court of King Sri Krishnadevaraya of Vijayanagara.

**New words:**

Jester: a person who amuses people at a king's court: ವಿದೂಷಕ

Terrific: wonderful, very good

Frightened: afraid

Several: many

Curse: a wish for something bad to happen to others ಶಾಪ

Furious: very angry

Vanish: disappear

Palindrome: a word which reads the same even when read backwards. Ex.

Madam; noon

Examples: Live not on evil; No lemon, no melon; was it a bar or a bat I saw?

**Let us understand:**

**1. Answer these questions orally:**

1. Where did Rama live?
2. What did the wandering sage teach him?
3. How many times did Rama have to recite the prayer?
4. What was the blessing the Goddess gave Rama?

**Let us write:**

**2. Match the parts of the sentences in the two columns and copy down the sentences in your note book:**

A	B
1. The wandering sage was impressed by	a. The many faces of the Goddess
2. Rama lived in a village called	b. The King's court
3. "vikatakavi" is a	c. Rama's clever ways
4. Rama laughed when he saw	d. Tenali
	e. Palindrome

5. Tenali Rama made people laugh at	
--	--

**Let us learn new words:**

**3. Look at the pattern and fill in the blanks:**

Good - goodness

Sad - \_\_\_\_\_

Bad - \_\_\_\_\_

Happy - \_\_\_\_\_

Clever - \_\_\_\_\_

Soft - \_\_\_\_\_

Foolish - \_\_\_\_\_

Hard - \_\_\_\_\_

**Words showing action change in their forms when used to refer to the past as shown below:**

**Some words have this form:**

Carry – carried

Walk - walked

Try - tried

Talk - talked

Complete - completed

Jump - jumped

Manage - managed

Show - showed

**Some other words have these forms:**

Get - got

Buy - bought

Win - won

Bring - brought

See - saw

Think - thought

Give - gave

Teach - taught



Begin - began

Come - came

**4. A. Use the suitable forms of the action words in the following sentences:**

1. All the children \_\_\_\_\_ their textbooks to school yesterday.
2. My friend \_\_\_\_\_ a beautiful pencil last week.
3. Shaila \_\_\_\_\_ to write her homework although she was ill.
4. Last evening, I \_\_\_\_\_ the long line of birds in the sky.
5. Whenever we participated in sports activities, we \_\_\_\_\_ to win a prize in all of them.

**B. Use the words given below in the boxes in your own sentences. Begin the sentences with any of these and copy them down in your notebook:**

Yesterday/Last week/Last year/A few days ago

Thought	Taught	Came
Walked	Talked	Jumped

**C. Complete this story by filling in the blanks with suitable forms of the action words given in brackets.**

A hungry fox was searching for some food one night. He \_\_\_\_\_ (meet) a little kitten. When he \_\_\_\_\_ (try) to pounce on the kitten, the kitten \_\_\_\_\_ (say), "Oh! Don't eat me. I know where the farmer keeps his cheese. Come with me and see." She \_\_\_\_\_ (lead) him into the farmyard, where there \_\_\_\_\_ (be) a deep well. "Now, look in here and you will see the cheese," she \_\_\_\_\_ (say). The fox \_\_\_\_\_ (peer) down the well and \_\_\_\_\_ (see) the moon reflected in the water. He \_\_\_\_\_ (think) it was cheese. The foolish fox \_\_\_\_\_ (jump) into the well and was drowned.



**Let us spell:**

5. Use “ea” or “ee” as appropriate in the blanks below and complete the words.

B \_\_\_\_\_ d

T \_\_\_\_\_ th

Cl \_\_\_\_\_ r

Tr \_\_\_\_\_ s

Dr \_\_\_\_\_ m

L \_\_\_\_\_ ves

P \_\_\_\_\_ ce

S \_\_\_\_\_ ds

**Let us do:**

6. **Solve this riddle!**

There were twelve boys and on the table lay a fruit bowl containing twelve bananas. Each boy took one banana and there was one in the bowl. How was this possible?

7. **Learn Shadow - play:**

This activity is to be done in pairs. One student stands in front of a wall with his palms and fingers spread out. Another shines a torch from behind. By moving the fingers, palms and hands, the student in front creates shapes of birds, animals and human beings. He can make sounds to accompany the different shapes. Stories too can be narrated in this manner.



## Poem

### THE LOOKING GLASS

#### Pre-reading activity:

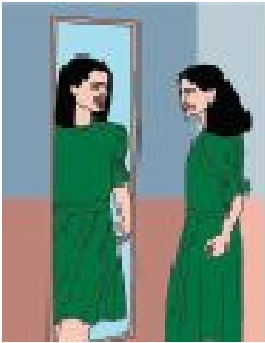
In two minutes, write down as many words relating to yourself as possible in your notebook. For ex: boy, skirt, bag etc. At the end of two minutes, stop writing, count and number of words written and announce it. The one who writes the maximum number of words is the winner.

#### Let us read aloud: (Repeat after the teacher)

Every day Mummy goes down to the shops,  
And sometimes I go as well;  
And of all the things we see in town  
I'd never have time to tell.



Today, while Mummy was buying some eggs,  
I waited for her outside,  
And there I saw a little green girl  
Whose shoe-lace had come untied.



She stooped to tie it, and so did I;  
Then we both turned away and both peeped back,  
I smiled, and she did the same  
It seemed like playing.  
She wore a pretty green dress like mine;  
Green stockings up to her knee;  
And who do you think was that little girl?  
Why, that little green girl was ME!

**-Ruth Underwood**

*New words:*

Looking glass: mirror

Stockings: close- fitting covering for foot and leg

Stooped: bent down

Untied: become loose

Peeped: look quickly and secretly

*Let us understand:*

**1. Answer these questions orally:**

1. Who is the speaker in the poem?
2. What did the mother buy one day?
3. What was the colour of the speaker's dress?
4. Whom did the girl see?
5. What words are these?

GIRL GREEN SHOP SHOE TIE

**Let us write:**

**2. Copy down these sentences in your book and write whether they are True/ False:**

1. The mother goes to the shop every week.
2. The girl sees many things when she goes out with her mother.
3. The girl was with her mother when she bought eggs.
4. The girl was in a purple dress.
5. There were two girls standing outside the shop.

**Let us say aloud:**

**3. Repeat these groups of similar sounding words:**

Well, tell, bell, sell, spell, fell, cell; outside, untied, shied, cried; same, game, fame, name, shame.

**4. Let us recite and learn:**

**SAFETY FIRST**

Up the street I look to see  
If any traffic is near to me.  
Down the street I look as well,  
And listen for a horn or bell



There's something coming – wait a bit!  
If I run out I may be hit!  
But now the road is really clear,  
No car or motor-bus is near,  
I'll run across the road so wide,  
Hurrah! I'm safe on the other side.

**- Enid Blyton**

## UNIT 4

### PROSE

#### UNDER THE SEA

##### **Pre-reading Activities:**

Ask the children to name some animals that they know. Write all the answers on the board so that they develop their vocabulary. Ask them whether they have seen a beach. Then teach them this action poem. Tell them to repeat the poem after you, and perform the action.

##### **Listening Activity:**

##### **Let us listen:**

Listen to your teacher while she reads a poem and perform the actions.

##### **Here is the Sea (Action Song)**

Here is the sea, the wavy sea. (Wave your hands from side to side)

Here is the boat, the sailing boat, (cup your hands like a boat and rock)

And here is me, and here is me, (point to yourself)

All of the fishes, all of the fishes, (wiggle your palm and fingers like a fish)

Down below, down below, (point downwards)

Wriggle their tails, wriggle their tails (wiggle your fingers)

And away they go, and away they go (wiggle your fingers and take them behind you)

Now ask them if they know what creatures live in the sea. Write words on the board. Ask them if any of these creatures can be kept at home. Extract the word “Fish” from them.

## UNDER THE SEA



Many wonderful creatures live in the sea. Some are large but others are small. Some colorful and some with varied patterns. Some live deep in the ocean. Let's see what some of these are.

Seahorses are a small type of fish. They are 5 cms long. Angelfish are colourful with different patterns. The young angelfish usually has a different pattern from the adult fish. They live among coral reefs.

Seals look very clumsy on land. But they move very fast in water and are good swimmers. A layer of fat called blubber keeps the seals warm. Sea anemones are brightly coloured, have wavy tentacles and look like plants. Their mouth is in the middle of their bodies.

Sharks swim in the open sea. They have huge strong jaws with several rows of teeth. If they lose a tooth another one grows quickly. Sharks are very fierce creatures.

### New words:

Seal: brightly-coloured sea animal that sticks onto rocks

Tentacles: long thin arms of sea creatures

Blubber: fat of sea animals

Fierce: very angry and ready to attack

Clumsily: move awkwardly.

### Let us understand:



**1. Answer these questions orally:**

1. What lives in the sea?
2. Are seahorses small or big?
3. Do seals live on land?
4. What kind of a creature is a shark?

**Let us speak:**

**2. Answer these questions orally:**

1. Have you seen any fish?
2. Where have you seen them?
3. What other creatures live in water?
4. Have you seen the sea?
5. What other things can you find in the sea?



Can you say this fast? It is called a **Tongue Twister**. **She sells sea shells on the sea shore.**




**Let us write:**

**3. A. Write the answers to the following in your notebook: - Sit in groups, discuss and write the answers.**

1. Are seahorses horses or fish?
2. Where do angel fish live?
3. What do sea anemones look like?
4. What keeps the seals warm?
5. What is special about a shark's tooth?

**B. Match the following:-**

1. Starfish	a. 
2. Shark	b. 
3. Angelfish	

	c. 
4. Seal	d. 
5. Seahorse	e. 

**C. Write true or false after the sentences:**

1. Sea horses are horses.
2. Sea anemones have tentacles.
3. Seals cannot swim.
4. Sharks have strong jaws.

**4. Write five sentences in your notebook about a sea creature you like.**

**Let us practise language:**

**Look at this example:**

Shark- one: Sharks - More than one

**5. A. Now write one and more than one for these words:**

I a) One	More than One/ More
1. Seal	1. _____
2. Pattern	2. _____
3. Plant	3. _____
4. Animal	4. _____
5. Creature	5. _____

One	More than one
1. Potato	_____
2. _____	Mangoes
3. _____	Foxes
4. Glass	_____
5. _____	Classes

**B. Fill in the blank with words from the lesson.**

1. Wonderful creatures \_\_\_\_\_ in the sea.
2. Seals \_\_\_\_\_ very fast.
3. Blubber \_\_\_\_\_ the seals warm
4. Sharks \_\_\_\_\_ in the open sea.

**C. Now look at these words from the passage:**

Swim, move, look– what do they show you? An action that is being done.

Example:

1. A fish swims.
2. A seal moves very fast.
3. 3. He looks at the picture.

**Complete these sentences choosing the correct words from the words in brackets.**

- a. A pilot \_\_\_\_\_ an aeroplane. (Fly/ flies)



- b. A cook \_\_\_\_\_ food for all of us. (Cooks/cook.)



- c. The teacher \_\_\_\_\_ in a school (teaches/teach)



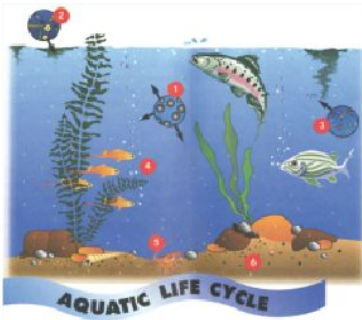
- d. My father \_\_\_\_\_. (Work /works) in the farm.



e. Sheila \_\_\_\_\_ to school (go/ goes)



**6. Look at the picture. Read the information and questions, and answer Yes or No.**



1. Oxygen: gas found in the atmosphere and water
2. Plankton: Microscopic free-floating green plants and animals.
3. Fish: A vertebrate (animal with a spine) that lives in water. Healthy bodies of water have different kinds and sizes of fish.
4. Bottom Life: includes worms, snails, crayfish, mussels, clams and insect larvae.
5. Sediment: Mud, Sand, or Gravel which has settled at the bottom of a body of water.

**Answer the following:-**

1. Is there oxygen in water? Yes/ No
2. Are planktons plants? Yes/ No
3. Do different kinds of fish live in water? Yes/ No
4. Do you find snails, worms and crayfish at the bottom of the sea? Yes/ No
5. Are mud, gravel and sand found at the bottom of the sea? Yes/ No

**Let us learn new words:**

**7. A. Arrange the letters in order to make correct words.**

Example: - crloa – coral

1. ywav - \_\_\_\_\_
2. dimled - \_\_\_\_\_
3. unyog - \_\_\_\_\_
4. lagre - \_\_\_\_\_

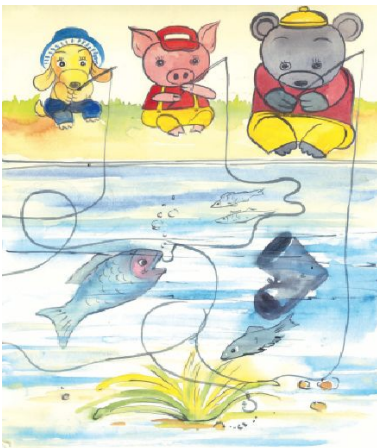
**B. Find and write at least eight words from the lesson that end in “s”.**

Example: - creatures

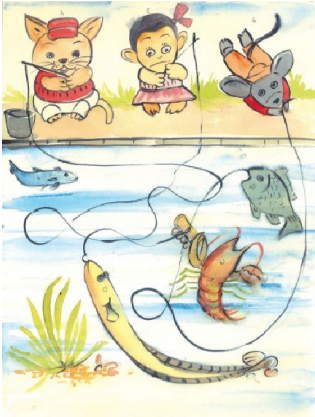
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Let us do:**

**8. A. Look at the pictures:**



Cat girl mouse



**Write four sentences to show who is holding what.**

### **B. Team Work**

Make an aquarium using a cardboard shoe box. Make cardboard cut outs of fish, colour and tie them with a thread and hang them from the top. Cover the open side with thin blue paper. Keep the aquarium in the classroom.

### Poem

#### **MY GOLDFISH**

#### **Pre-reading activity:**

Do the actions when your teacher reads the sentences.

#### **Sea Sounds**

I walked on the beach (Walk.)  
And picked up a shell (Bend down and pick up).  
And held it close to my ear. (Pretend to hold shell to ear.)  
I walked on the beach (Walk.)  
And picked up a shell (Bend down.)  
And held it close to my ear. (Pretend to hold shell to ear.)

And what did I hear? (Pretend to hold shell to ear with questioning look.)

R-O-A-R S-w-i-s-h (Say "ROAR" loudly.)

R-O-A-R S-w-i-s-h (Whisper "Swish".)

The sound of the sea I did hear.

**Let us read:**

**(Repeat each line after your teacher.)**

## **My Goldfish**

**(For memorization)**

All day long he swims around  
His little home of glass;  
He never smiles, he never frowns;  
I watch him pass and pass.

Round the globe and round again,  
Makes me dizzy watching  
Open mouth, then shut again,  
Wonder what he's catching?

Shining like a piece of gold  
Glistening like a star;  
Never winking, never blinking-  
Round and round the jar



Round the globe and round again,  
Round eyes never blinking  
Looking very, very wise,  
Wonder what he's thinking?

**- John R. Crossland**



*New words:*

Frown: facial expression of anger

Pass and pass: go round and round

Dizzy: feel as though everything around you is going round and round

Glistening: shining

Quivering: shaking slightly

Gravely: seriously

Home of glass: an aquarium (in the context)

*Let us understand:*

**1. Answer the following questions orally:**

1. What do you see in the home of glass?
2. What is it doing?
3. How is the water?
4. What do you understand by “looking very, very, wise”?

**Let us write:**

**2. A. Look at the poem and complete this exercise. Copy down the lines in your notebook.**

Round the \_\_\_\_\_ again,

Makes \_\_\_\_\_ dizzy \_\_\_\_\_

Open \_\_\_\_\_, then \_\_\_\_\_ again,

\_\_\_\_\_ what he’s \_\_\_\_\_? \_\_\_\_\_ like a piece \_\_\_\_\_ Glistening

\_\_\_\_\_

**B. Write the answers to the following questions in your notebook:**

1. What is the poem about?
2. Where is the goldfish?
3. Who is watching the goldfish?
4. Why does he feel dizzy?

**Let us search:**

### 3. Now look at these words-

**Example:** glass – pass. Both the words end with the sound ‘s’. Their ending sounds are similar. These are called “rhyming words”.

**A. Now find at least four more pairs of such words from the poem and write them down.**

1. \_\_\_\_\_; \_\_\_\_\_
2. \_\_\_\_\_; \_\_\_\_\_
3. \_\_\_\_\_; \_\_\_\_\_
4. \_\_\_\_\_; \_\_\_\_\_

**B. Write four more pairs of your own rhyming words.**

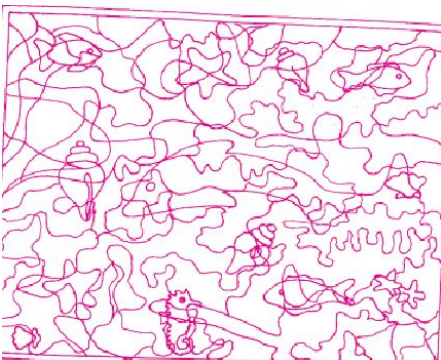
1. \_\_\_\_\_; \_\_\_\_\_
2. \_\_\_\_\_; \_\_\_\_\_
3. \_\_\_\_\_; \_\_\_\_\_
4. \_\_\_\_\_; \_\_\_\_\_

**C. Try to write your own poem using the words you wrote above.**

Additional information - Do you know that if a starfish breaks one of its arms, another new one will grow in its place?

**Let us do.**

**4. A. an you see these below: dolphin - fish - starfish - shells - sea horse? Identify and colour them.**



**B. Write the words: dolphin - fish - starfish - shell - seahorse in the boxes below.**

\_\_\_\_\_

**C. Team work:** Divide yourselves into two groups. Repeat the poem - the first line by the first group and the second line by the second group. Enjoy the recitation!

**Group 1:** One, two, three, four, five.

**Group 2:** Once I caught a fish alive.

**Group 1:** Six, seven, eight, nine, ten.

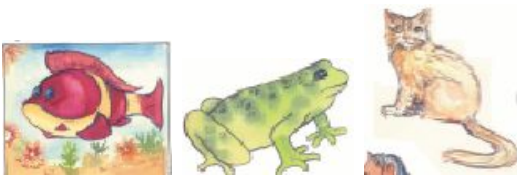
**Group 2:** Then I let it go again.

**Group 1:** Why did you let it go?

**Group 2:** Because it bit my finger so!

**Group 1:** Which finger did it bite?

**Group 2:** This little finger on my right.



## 5. Let us repeat and enjoy:

### Pretending

It's fun to be this,  
It's fun to be that.  
To leap like a lamb,  
To climb like a cat,  
To hop like a frog,  
To swim like a fish,  
To trot like a horse,  
  
To jump like a dog.  
It's fun to pretend  
These creatures to be.  
Yet not one is clever  
At copying me.



## UNIT 5

### PROSE

#### KITTUR RANI CHANNAMMA

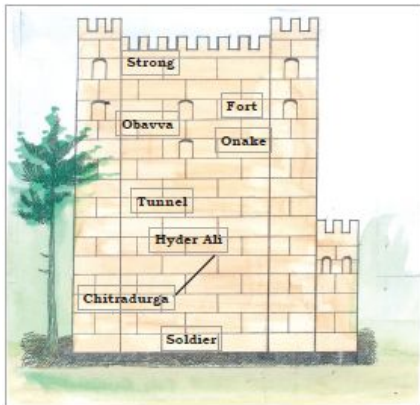
##### Pre-reading Activities:

Draw a fort after listening to this story.

##### Let us listen:

**Listen to the story of Onake Obavva and link the words in the picture of the fort: one has been done for you**

##### Onake Obavva



Madakarinayaka was ruling Chitradurga. The Chitradurga fort was very beautiful and strong. There was a brave woman in the city. Her name was Obavva. Her husband was the guard of the watch-tower in the fort of Chitradurga.

Once Hyder Ali attacked the Chitradurga fort. The soldiers on both sides fought bravely. Hyder Ali sent his soldiers into the fort through a secret tunnel. While the soldiers were rushing into the fort through this tunnel at night, Obavva saw it. She was brave and patriotic. Without disturbing her husband, she came towards the tunnel with her Onake (pestle). Hiding beside the opening of the tunnel, she began to kill the enemy soldiers one by one. She hit them on their heads with her Onake as they came out of the tunnel. What a brave woman! She had saved the fort!

The guard, Obavva's husband, saw Obavva with hundreds of the enemies' dead bodies around her. He was shocked.

Obavva was an ordinary woman, and she protected the fort. Madakarinarayana praised her patriotism and bravery. She was a great woman like Rani Kittur Chennamma and Keladi Chennamma. Glory be to her!

Let us understand:

1. **Answer these questions orally:**

1. Who was Obavva?
2. Who attacked the Chitradurga fort?
3. How did Hyder Ali plan to send his soldiers into the fort?
4. How did Obavva kill the enemy soldiers?
5. Why was Obavva's husband shocked?

Let us read:

## KITTUR RANI CHANNAMMA

We got freedom on 15th August 1947. Many of our great leaders fought against the British rule. Some of their pictures are given below. Can you identify them?



Rani Channamma was born in 1778. She was the daughter of Dhulappagouda a desai of Kakati village of Belagavi. Her mother Padmavati was a pious woman. Channamma was brought up with love and care. She learnt Urdu and Marathi along with Kannada. When she was

young, she read epics like the Ramayana and the Mahabharata. She also read different books of the Vachanas. Channamma learnt shooting and horse riding. She was bold and intelligent. The wise men said “Channamma will become a great queen”. That became true.



Once a tiger appeared near the Kakati village forest area. The tiger was troublesome to the farmers. He would destroy their crops. At that time, Mallasarja, the king of Kittur state had come to Kakati. The people came to meet him. They requested Mallasarja to drive out the tiger.

Along with some soldiers, Mallasarja set out into the forest. He was a skilled hunter. He chased the tiger in the forest. Suddenly, the tiger disappeared. On the other side, Channamma rode her horse behind the tiger. Finally she shot him with arrows. Two arrows pierced his body. Channamma had killed the tiger before Mallasarja came to the spot. What a brave lady! Mallasarja praised her bravery. He married Channamma because of her valour and beauty.



### **Her Fight against the British.**

Channamma was patriotic.

She loved her country the most.

The British attacked Kittur Fort in 1824. She fought against the British bravely. She killed a number of British soldiers. She won the first battle, but in the second battle, she was caught and imprisoned. She was

kept in Bailhongal jail. There she breathed her last on 2 Feb 1829. Her name has been written in the pages of our history. Every Indian remembers her.

#### New words:

Pierce: to make a hole using an object with a sharp point ಚುಚ್ಚುವುದು

Battle: a fight between two armies

Valour: great courage

Patriotic: loving one's country

Pious: deeply religious

Epics: a long poem describing the action of heroic figures or the history of a nation ಮಹಾಕಾವ್ಯ

Imprisoned: kept in a jail

Destroy: spoil, ruin

Breathed her last: died

Disappear: pass from sight

Drive out: to force something/someone to leave

#### Let us understand:

##### 1. Answer the following questions orally:

1. Who was Mallasarja?
2. Why did Channamma kill the tiger?
3. When did the British attack Kittur Fort?
4. Where was Channamma imprisoned?
5. How did Channamma fight against the British?

##### A. Discuss with your friends and write a paragraph on the topic:

1. Which other freedom fighter do you know about?
2. Do you know about any other brave woman?

#### Let us speak:

##### 2. Answer these orally:

1. Why do you think soldiers are great?
2. "We should sacrifice our lives for the sake of our country." Do you agree?
3. Who is your favourite freedom fighter, and why?

#### Let us write:



**3. A. Answer the following questions in a word or phrase each.**

**Copy the answers to these questions in your notebook.**

1. When was Channamma born?
2. Who were her parents?
3. What books did she read?
4. Where was the tiger found?

**B. Answer the following questions in two or three sentences each and write the answer in your notebook.**

1. Who killed the tiger and how?
2. Why did the people go to Mallasarja?
3. Who married Channamma? Why did he marry her?

**Let us learn new words.**

**4. A. Fill in the blanks with suitable words given in brackets.**

1. a. She \_\_\_\_\_ an interesting story last night.  
b. It is a \_\_\_\_\_ rose. (red, read)
2. a. \_\_\_\_\_ is a coconut tree behind our school.  
b. They lost \_\_\_\_\_ way to the stadium. (their, there)
3. a. I want to \_\_\_\_\_ my class teacher.  
b. He is a vegetarian. He does not eat \_\_\_\_\_. (meat, meet)
4. a. I have a \_\_\_\_\_ rupee coin.  
b. India \_\_\_\_\_ the Test match against England. (one, won)

**B. Fill in the blanks with appropriate words given in brackets.**

(pilot, sailor, mason, tailor, goldsmith)

1. One who builds houses with bricks \_\_\_\_\_.
2. One who stitches our clothes \_\_\_\_\_.
3. One who works on a ship \_\_\_\_\_.
4. One who makes gold ornaments \_\_\_\_\_.

5. One who flies an aeroplane \_\_\_\_\_.

**C. Pick out the word that does not belong to the group:**

1. Juice, water, ice cream, milk
2. Chair, T. V., sofa, table
3. Bus, lorry, auto rickshaw, car
4. Pigeon, jasmine, rose, lotus
5. Apple, banana, orange, potato

**Let us learn:**

Look at this sentence: my name is rama Does it look right? Does it make sense? No, without punctuation, sentences do not give meaning. The first letter of every sentence and the first letter of names are to be written in capitals. Statements end with a full stop and questions with a question mark. Let us punctuate the above sentence.

My name is Rama.

**5. Punctuate the sentences in a similar manner and copy them down in your notebook:**

1. i am going to meet ravi on Tuesday
2. do you have an umbrella
3. bengaluru is a beautiful city in Karnataka
4. what do you have in your hand
5. i listen to English news every day on tv

**Let us practise:**







**6. A. Find out the names of the food items hidden in this maze and write them in the blanks below:**

K	T	S	R	N	J	P
R	I	C	E	I	A	O
Q	D	Z	S	C	M	F
C	L	B	R	E	A	D

D	Y	A	W	I	S	T
---	---	---	---	---	---	---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

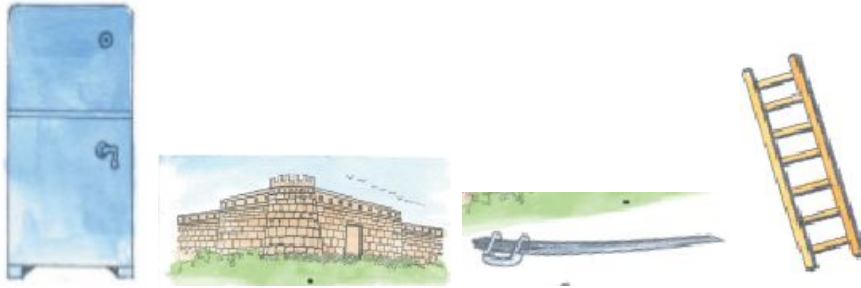
**B. Match the following words with the pictures:**

Young	
Different	
Strong	
Same	
Bow and arrow	
Shooting	

**C. Label the pictures:**

**Read the following words carefully. Write the word below the picture that matches it properly.**

1. ladder, sword, refrigerator, fort.



### 7. Let us do: (Group Activity)

Write the names of any five people who sacrificed their lives for the sake of Karnataka. Write a few sentences on any one of them.

#### Poem

#### **THIS NATIVE LAND**

**(for memorization)**

#### **Pre-reading activity:**

Think about something that is special to India and mention it. For ex: more than 20 official languages, tea, movies with song and dance etc.

#### **Let's recite: (Repeat after your teacher)**

She is a rich and rare land;  
O! She's a fresh and fair land;  
She is a dear and rare land -  
This native land of mine.

No men than hers are braver,  
Her women's hearts ne'er waver;  
I'd freely die to save her  
And think my lot divine.  
-Thomas Davis



*New words:*

Fair: beautiful

Dear: loving

Brave: courageous, not afraid

Waver: become weak

Divine: connected with God/ sacred

Native: place of one's birth

My lot: whatever one has been given in life

*Let us understand:*

**1. Answer these questions orally:**

1. What does the poet say about the men of his land?
2. What is the poet ready to do to save his country?
3. When do you call the land "rich"?
4. How can one serve one's country?
5. Why is the "Native Land" referred to as "she"?

**Let us write:**

**2. A. Complete the following sentences and copy them down in your notebook:**

1. The poet says, "My motherland is a rich and \_\_\_\_\_ land."
2. She is a \_\_\_\_\_ and fair land.

**B. Write the answers to the following questions in your notebook:**

1. The poet says that his land is beautiful Identify a word in the poem which means “fair”.
2. How does the poet describe the women of his land?
3. Which words does the poet use to describe his land?

**C. Write the rhyming words in the blanks.**

Ex. braver – waver – saver

1. Hill, \_\_\_\_\_, \_\_\_\_\_
2. Land, \_\_\_\_\_, \_\_\_\_\_
3. Mine, \_\_\_\_\_, \_\_\_\_\_
4. Men, \_\_\_\_\_, \_\_\_\_\_

**Let us sing:**

**3. Recite this poem rhythmically.**

**When You See A Soldier**

When you see a soldier,  
Be sure to shake his or her hand,  
And let that soldier know you're grateful  
For the protection the military affords our land.  
But most of all, express your thanks  
For every soldier's personal sacrifice.  
In order to serve our country,  
They risked their entire lives.



**4. Let us say aloud:**

dear – near; braver – waver; here – fear; mine - divine

**5. Let us do:**

The outline map of a country is given below. Name the country. Give the name of national bird, animal, flower of this country.



## UNIT 6

### Prose

#### PUPPIES FOR SALE

**Pre-reading Activities:** Listen to the story and answer the questions orally.

#### Listening Comprehension:

##### It Made A Difference

As I walked on the seashore one evening, I saw an old man bend down, pick up something from the ground and throw it into the water. I went close to him and saw that he was throwing the small fish back into water. With every tide, hundreds of small fish would roll near the shore and die without water. There were too many of them around for the old man to save. I felt he was tiring himself unnecessarily. I watched him for some time and asked, “Why are you wasting your time? There are hundreds of fish lying on the shore. You throw them into the water and the next wave will bring some more fish to the shore. What difference would your action make?”

The old man looked at me, picked up a little star fish that had been stranded on the shore and threw it back into the water. He said, “It made a difference to this one.”

As I thought about his words, I felt they were very true. He certainly would not be able to save all the stranded fish, but some fish would be always grateful to him for being saved. In the same way, every little thing we do will make a difference to someone in our country.

#### Let us understand:

1. Where was the writer walking one evening?
2. What was the old man doing?
3. Why was he throwing the fish back into the sea?
4. Could the old man save all the fish which were washed onto the shore?
5. In what way do you think you can make a difference?



**Let us read:**

## **PUPPIES FOR SALE**



Krishnappa was a farmer. He had some puppies. He wanted to sell them. One morning he found a little boy standing at his door. The boy asked him, “Uncle, I want to buy one of your puppies.” Krishnappa said, “These puppies cost you a lot of money”. The boy felt sad. He took out some coins from his pocket and said, “Will that be enough?” Krishnappa smiled and called his dog out.

A dog came running followed by four beautiful puppies. The boy’s eyes gleamed with happiness. But wait! There was another little pup limping awkwardly. He was trying hard to join others. The boy, pointing to the last one, said, “I will buy that one.” Krishnappa was surprised. He said, “Son, that pup will never be able to run or play with you.” The boy stepped back and slowly rolled up his pants. He had a steel brace on his leg. A specially made shoe was attached at the end of the brace. He looked at Krishnappa and said, “You see uncle, I don’t run too well myself, and he will need someone who understands.”



Krishnappa had tears in his eyes. He reached down and picked up the little pup. He handed it to the boy. "How much?" asked the little boy. "No charge," answered Krishanappa, "Love costs nothing."

### New words:

Puppy: young one of a dog

Gleam: shine

Limp: walk haltingly, walk with difficulty

Awkwardly: clumsily

Brace: clamp

### Let us understand-

#### 1. Answer these questions orally:

1. Why do you think the boy wanted to buy the last pup?
2. Imagine that you are in the playground with your friends. One of your friends has a limp. Will you take him to play with you?
3. What do you think of the little boy in the story? Was he helpful or kind?

### Let us write-

#### 2. A. Read the sentences and tick the right answer.

1. Krishnappa wanted to sell kittens. TRUE/FALSE
2. The boy felt sad because he did not have enough money to buy the pup. TRUE/FALSE
3. The boy's eyes gleamed with happiness because-
  - a. he won a pup
  - b. he saw four beautiful puppies
  - c. the farmer gave him some money.
4. Krishnappa did not take money from the boy. TRUE/FALSE

#### B. Write the answers to the following questions in your notebook.

1. What did the boy want to buy?
2. How many puppies did the dog have?
3. Why was Krishnappa surprised?
4. What did the boy have on his leg?

#### 3. Write four to five sentences in your notebook about the picture given below.



**4. Let us practise language:**

**A. Look at the pictures. Write YES/NO for each sentence**

a. The girl is on the chair. \_\_\_\_\_



b. The cock is on the fence. \_\_\_\_\_



c. The cat is in the box. \_\_\_\_\_



d. The children are in the house. \_\_\_\_\_



e. The rabbit has jumped into the basket. \_\_\_\_\_



f. Rani is standing under the tree. \_\_\_\_\_



**B. Choose the correct prewords to complete the following sentences:**

1. The bridge is built \_\_\_\_\_ the river. (across/above)
2. Raju is swimming \_\_\_\_\_ the river. (into/in)
3. The bird is flying \_\_\_\_\_ the house. (above/on)
4. Anand is sitting \_\_\_\_\_ Akash and Meena. (among/between)

**5. Let us learn new words:**

**1. Match the animals with their young ones**

Animals	Young ones
Dog	Calf
Cat	Puppy
Cow	Kitten
Tiger	Piglet
Sheep	Duckling
Horse	Lamb
Pig	Cub
Duck	Colt

**B. Add “ful” to make words:**

- a. The flowers are \_\_\_\_\_ (beauty)
- b. The books are \_\_\_\_\_ (use)
- c. The children are \_\_\_\_\_ (play)
- d. One should be \_\_\_\_\_ (truth)

**C. Fill in the blanks. One is done for you:**

<b>One</b>	<b>Many</b>
Puppy	Puppies
Baby	_____
Pony	_____
Lady	_____

<b>One</b>	<b>Many</b>
Goose	Geese
Foot	_____
Tooth	_____

## **6. Let us speak:**

**Read these words aloud, paying attention to their spellings.**

I – eye

Week – Weak

No – Know

Of – Off

Bye – By

Our – Hour

See – Sea

Here – Hear

Eight – Ate

Two – Too

**7. Let us do:**

**Name the animals and birds in the picture.**



Poem

## **KINDNESS TO ANIMALS**

**(for memorization)**

**Pre-reading activity:**

Do you have pets at home? In groups, discuss the different kinds of pets one can have, and how they have to be looked after.



Little children never give  
Pain to things that feel and live  
Let the gentle robin come

For the crumbs you save at home, -  
As his meat you throw along.  
He'll repay you with a song;

Singing as if 'twere always spring,  
And fluttering on an untired wing, -  
Oh! Let him sing his happy song,  
Nor do these gentle creatures wrong.  
-Anonymous

*New words:*

Let: allow;

Robin: a bird with a brown back and wings;

Crumbs: pieces of bread or chapatti;

Meat: (here) food;

Soaring: going or flying high and fast;

Fluttering: moving the wings.

*Let us understand:*

**1. Answer these questions orally:**

1. What do children give small birds to eat?
2. Name the singing bird mentioned here.

**2. Let us write: Copy down these sentences in your notebook and fill in the blanks.**

1. Little children should give food but not \_\_\_\_\_ to animals and birds.
2. After eating the crumbs you give, the gentle robin will \_\_\_\_\_.

**3. Let us search:**

1. 'Give' and 'live' are examples of rhyming words in the poem. Pick out some more examples of such words.
2. 'Timothy refused to tell the time.' Two words beginning with the same sound is an example of alliteration. Can you pick out two more examples of alliteration in the poem?

**4. Let us sing (everyday):**

Father we thank thee for the night,  
And for the pleasant morning light,



In rest and food and loving care,  
And all that makes the day so fair.

Help us do the things we should,  
To be to others kind and good,  
In all we do at work or play,  
To grow more loving every day.



## UNIT 7- PROSE

### KALI AND THE RAT SNAKE

#### Pre-reading Activities:

A chart showing different animals can be brought to class and displayed. The teacher can talk to the children about observing Nature and living in harmony with it. The poem can be read to children and the children could be asked to make sounds like the sounds of the animals mentioned in the poem.

Listen to the poem on different animals and their sounds. Produce those sounds.

#### Listening Activity:

#### IF I MET

If I met a crow-  
I should say, "Caa- caa!"  
If I met a lamb,  
I should say, "Baa- baa!"  
If I met a cow-  
I should say, "Moo- Moo!"  
If I met a dove –  
I should say, "Boo- coo!"  
If I met a dog –  
I should say, "Bow –wow!"  
If I met a cat –  
I should say, "Mi-aow!"  
If I met a crocodile –  
What should I say?  
Why – nothing at all!  
I should – just – RUN AWAY!

#### Let us read:

**Read the story of "Kali and the Rat Snake" slowly and with emotion.**

## KALI AND THE RAT SNAKE



Kali walked slowly along the forest path on his way to school. He wished it was a Sunday. He wanted to go with his father to the forest and look for different kinds of snakes. His father was a famous snake-charmer of the Irula tribe.

Kali had joined school two months ago. Before that he was roaming around in the jungle, free to do whatever he wanted. Now, he felt lonely at school because he did not have a single friend. In fact, when he introduced himself to his classmates on the first day of school, everyone laughed at him. For the first time in his life, Kali did not feel proud of being an Irula. He wished he could leave school. But the teacher was very kind. She praised Kali for any little work he did at school.

One day, during an English class, there was a big commotion. One child was pointing a trembling finger at the roof, saying, “S... Snake.” Kali looked up and saw a snake. He understood that it was a rat snake and was harmless. He also remembered his father’s words, “Rat snakes come mistaking the smell of humans to be that of rats.”



Suddenly the snake fell down in the middle of the room. Everyone was very scared. There were screams from all the children. But Kali did not show any fear. He quickly grabbed the snake with his hand behind the snake’s head.



A loud cheer broke out. Everyone started chanting, “Kali, Kali, Kali...” Kali looked up with surprise. All the children started dragging Kali by the hand saying, “Kali, you are brave. You must sit next to me.” Kali had a big grin on his face.

After school, he went home and told everyone – his parents and brothers – about the snake and how he had caught it. His family was proud of his fearlessness. They felt happy that Kali came back home in a cheerful mood. The next day, Kali woke up much earlier than usual and got ready to go to school to meet all his new friends.

#### New words:

Tribe: a group of people living together sharing the same language, customs, religion etc.

Trembling: shaking

Grin: broad smile

Commotion: noise, confusion

#### Let us understand:

##### 1. Tick the right answer:

1. Kali had joined the school two years ago/two months ago/two weeks ago.
2. Kali had ten/ many/ no friends at school.
3. The children noticed the snake during History/English/Music class.
4. The snake was on the roof/ window/ bench.
5. Kali was slightly/not at all afraid of the snake.



**Let us speak:**

**2. Answer these questions orally:**

1. Where have you seen a snake?
2. How do snakes move?
3. What do snakes eat?
4. Are all snakes poisonous?
5. How do they help the farmer?

**Let us write:**

**3. A. Fill in the blanks with the correct words, choosing from the words in brackets:**

1. Kali's father was a \_\_\_\_\_ (doctor, snake-catcher).
2. He was from the \_\_\_\_\_ (Irula tribe, Thoda tribe).
3. Kali's teacher was \_\_\_\_\_ kind, harsh).
4. The snake came into the class \_\_\_\_\_ (through the window, from the roof).
5. All the children in the class admired Kali's \_\_\_\_\_ (courage, foolishness).

**B. Write down the answers to the following questions in your notebook:**

1. In the beginning of the story, why was Kali not happy to go to school?
2. What did Kali's father tell him about rat snakes?
3. When did the children in the class scream?
4. When did they cheer Kali?
5. How did the behavior of the children change after Kali caught the snake?

**4. A. Match the words in Column A with their opposites in Column B.**

A	B
Happy	Cruel
First	Unhappy

Kind	Scared
Remember	Last
Brave	Forget

**B. Fill in the blanks with the opposite of the underlined adjective.**

1. We must be kind to animals; we must not be \_\_\_\_\_.
2. Kali did not forget his father's words; he \_\_\_\_\_ them in time.
3. At \_\_\_\_\_ children did not want to be Kali's friends, but at last they all wanted him to sit next to him.
4. Kali's family was a happy one; they did not want to see him \_\_\_\_\_.
5. **What do you think Kali would tell his parents when he went home after the "snake incident"? Write in three or four sentences.**

**Let us practise language:**

Let's describe the characters in the story.

1. Kali was unhappy at school in the beginning.
2. Kali's father was a brave snake-catcher.

**6. A. Which words from the following can you use to describe Kali/his teacher/ his father?**

young, brave, fearless, kind, caring, unhappy, cheerful, quick, forgetful, smart, courageous

**B. Can you fill in the missing words in the following table?**

Sl. No.	Positive	Comparative	Superlative
1.	Tall	Taller	tallest

2.	Long		
3.		Younger	
4.	Fast		
5.			Largest
6.		Finer	

**Let us learn new words:**

**7. A. The English language has many words with silent letters. For example, the “k” in knee. Find out such silent letters in the following words and circle them.**

Kneel, knife, talk, wrong, comb, know, listen, gnaw, hymn, write.

**B. The following passage has a few missing words. All of them have the same letter silent. Use the clues and find the words and also the silent letter.**

Kallu, the cowherd strolled along with his cows and c - - - . He pushed the animals with his p - - - when they stopped moving. After they reached a field, Kallu went for a w - - -. On his way, he met his friend Ramu and they had a long t - - k. While he was there, Kallu saw a piece of ch - - -. He picked it up, broke it into two, and threw one h - - - of it into the river nearby. With the other, he wrote on the bark of a tree.

**C. Find one animal/ bird hidden in the following sentences using the clues. The first one is done for you.**

n t a - a. The man told us a story.

t r a - b. Rohit is very popular at his office.

s y m n o e k - c. The colourful yellow and lemon keys fitted all the locks.

b e z a r - d. The chef froze Brazilian nuts in the deep freezer.

v d o e - e. The closed oven is full of smoke.

### 8. Let us do:

Look at these pictures. They are not the same. Write down the things that are different in picture 2.



### Poem

### MY PIG WON'T LET ME WATCH T. V.

(for memorization)

### Pre-reading activity:

Do you have a pet at home? How does it behave with you? Discuss with your friends how it would be if your pet told you what to do at home.

**Read this poem to know about an unusual pet.**

My pig won't let me watch T.V.



It's totally unfair.  
He watches anything he wants  
But doesn't even share.



I never get to watch cartoons  
Or anything like that.  
He's busy watching farming shows.  
I should have got a cat.  
I should have got a goldfish

Or a guinea pig or goat.  
Instead I've got this pig  
Who's always hogging the remote.

- **Kenn Nesbitt**



*New words:*

Goldfish: a small reddish-golden fish found in ponds and an aquarium

Guinea pig: a tailless South American rat-like animal

Hogging: selfish, not sharing with others

Remote: a device that allows us to operate the television from a distance



*Let us understand:*

1. **Answer these questions orally:**

1. What does the pig watch?
2. Which programme does the child want to watch?
3. What other pets does the child desire for, other than the pig?

**Let us search!**

2. **12 of Rohan's pets are lost in this maze. The pictures tell you what they are. Find them out for him. One has been searched out.**



D	P	A	R	R	O	T	G
E	I	T	U	R	T	L	E
E	P	R	A	B	B	I	T
R	I	M	O	G	O	A	T
E	G	I	G	O	U	P	E
D	E	C	O	S	M	O	T
O	O	E	L	H	O	N	E
G	N	S	D	E	N	Y	A
E	I	N	F	E	K	S	B
P	C	A	I	P	E	A	E

I	A	K	S	O	Y	N	A
G	T	E	H	U	I	D	R

**Let us write:**

3. **A. Pick out the rhyming words from the box and pair them in the spaces given below. The first one has been done for you.**

Coat	Pair	Promote	Would
Mat	Spare	Charming	Nothing

Share spare remote \_\_\_\_\_

Should \_\_\_\_\_ cat \_\_\_\_\_

Goat \_\_\_\_\_ fair \_\_\_\_\_

Farming \_\_\_\_\_ anything \_\_\_\_\_

**B. Letters of Some words from the poem are jumbled up. Identify them and write in the space provided below.**

Remote \_\_\_\_\_

Hares \_\_\_\_\_

Shif \_\_\_\_\_

Tachw \_\_\_\_\_

Tromee \_\_\_\_\_

racnoto \_\_\_\_\_

marfnig \_\_\_\_\_

natyingh \_\_\_\_\_

**4. Let us recite and enjoy:**

There was an old man with a beard,  
Who said, "It is just as I feared! –  
Two Owls and a Hen, four Larks and a Wren  
Have all built their nests in my beard!"



**5. Let us say aloud:**

Moon- soon;  
lazy- hazy;  
pair- fair;  
Gold- cold;  
stare- share;  
plain- train;  
Night- light;  
grunt- brunt;



## UNIT 8

### PROSE

#### THE THREE FRIENDS

##### Pre-reading Activities:

Ask the children these questions. Let them write the answers in their text books. After that, narrate the story of Chintoo and ask the questions. The words are given on page no. 114

How many friends do you have?

Write their names-

\_\_\_\_\_

Who is your best friend? \_\_\_\_\_

Why do you like him/her?

\_\_\_\_\_

\_\_\_\_\_

##### Listening Comprehension:

#### WICKED CHINTOO

There was a boy named Chintoo in a school. He was very naughty. He troubled everyone. He would take his friends' toys and break them. Sometimes he would pinch his friends till they cried. A boy named Robert joined Chintoo's school. The very first day Chintoo stole Robert's pencil box and pinched him very hard.

One day, all the students went on a picnic to a small forest. They played different games and enjoyed themselves. Chintoo was as usual troubling everyone. All of a sudden, he slipped and fell into a deep pit. He could not get out. He cried for help but no one heard him. After a while, Robert passed by and heard Chintoo's cries. He called the others and helped Chintoo climb out. Chintoo realized that even though he had always

troubled others they did not mind helping him. He thanked them all and became a good boy thereafter.

Now answer the following questions:

- a. What kind of a boy was Chintoo?
- b. What did he do to Robert in the school?
- c. What happened to Chintoo in the forest?
- d. Who helped Chintoo?
- e. Do you think Chintoo should have been helped? Why?

**Let us listen:**

Listen to the story of Chintoo and tick these words as you hear them.

Girl, toys, boy, bag, box, students, children, picnic, trip, forest, pit, ditch, voice, song, thank, Robert, Chintoo, school.

**Let us read:**

### THE THREE FRIENDS

Once upon a time there lived a peacock and a parrot in a forest. They were good friends and liked each other very much. The parrot liked the beautiful feathers of the peacock. The peacock liked the parrot's green feathers and red beak.

There was a crow in that forest. She was black. So both the parrot and the peacock did not like her. But the crow never felt sad. She always considered them her friends.



One day, the parrot laid some eggs in her nest. She flew away looking for food. A snake climbed up the tree to eat the eggs in the nest. The crow

saw the snake and attacked it. The snake was frightened and it went away. When the parrot returned to the nest, she learnt how the crow had saved her eggs. She thanked the crow.

Another day, the peacock fell seriously ill. He could not move even a little. A wicked fox attacked the peacock. The crow saw the fox. She called the other crows for help. Together all of them pecked at the fox and frightened it away. The peacock thanked the crow for saving his life.



The parrot and the peacock realized that even though they had ignored the crow, she had helped them. All of them became friends and lived happily ever after.

#### New words:

Admire: respect very much

Consider: think of

Frighten: be afraid

Realize: understand slowly

Incident: event

Pecked: prick with beak

#### Let us understand:

##### 1. Answer these questions orally:

1. What did the peacock like in the parrot?
2. Why didn't the peacock and the parrot like the crow?
3. Who came near the parrot's nest?
4. How did the crow save the parrot's eggs?
5. Who attacked the peacock?

#### Let us speak:



**2. Answer these questions orally:**

1. Why do you think the crow saved the parrot's eggs?
2. How do you think a friend should be?

**Let us write:**

**3) A. Write the answers to the following in your notebook.**

1. The parrot liked the peacock-
  - a. For his sweet voice
  - b. For his strong body
  - c. For his beautiful feathers.
2. Why did the parrot thank the crow?
3. The peacock could not move because he was \_\_\_\_\_.
4. How did the crow save the peacock?
5. What did the parrot and the peacock realize?

**B. Write 4-5 sentences in your notebook about how we should choose our friends.**

**Let us practise language:**

**6. A. Look at the following words and fill in the blanks:**

Climb - climbed

Frighten - \_\_\_\_\_

Thank - \_\_\_\_\_

Attack - \_\_\_\_\_

Return - \_\_\_\_\_

Call - \_\_\_\_\_


**B. The words in the following are jumbled up. Rearrange them to make meaningful sentences and write them down in your notebooks.**

- a. Beautiful/ peacock/ the/ had/ feathers
- b. Nest/ parrot/ eggs/ laid/ her/ in/ the/ the
- c. A/ attacked/ wicked/ the/ peacock/ fox
- d. Saved/ parrot's/ the/ eggs/ crow/ the

**Let us learn new words:**

**5. A. Write suitable words describing each picture-**

A \_\_\_\_\_ rose. 

A \_\_\_\_\_ feather. 

A \_\_\_\_\_ board. 

A \_\_\_\_\_ tree. 

A \_\_\_\_\_ rope 

**B. Fill in the blanks choosing their opposites given in the box below-**

Big \_\_\_\_\_

Kind \_\_\_\_\_

Happy \_\_\_\_\_

Wise \_\_\_\_\_

Long \_\_\_\_\_

Full \_\_\_\_\_

(Sad, unwise, short, small, cruel, empty)

**Let us spell-**

**6. Some letters are missing in each word. Write OO/ UE in each word. One is done for you.**

POOL CLUE

Write some other words for OO and UE

st \_ \_ l

q \_ \_

c \_ \_

bl \_ \_

f \_ \_ l

gl \_ \_

\_\_\_\_\_

\_\_\_\_\_

### 7. Let us do:

#### Make your own bird:

**Step 1:** fold a square piece of paper in two along the dotted line.

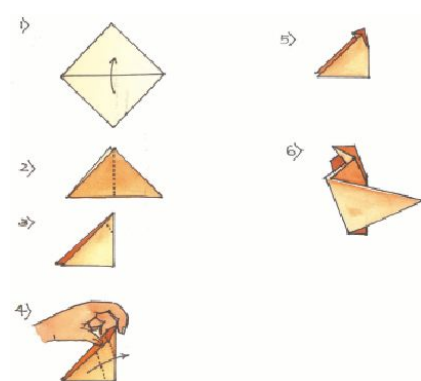
**Step 2:** fold along the dotted line

**Step 3:** fold the top point backwards and forwards along the dotted line and unfold again.

**Step 4:** hold the model as shown. With the forefinger of your left hand press the top inside, folding it neatly inwardly, along the dotted line to form the bird's head.

**Step 5:** the model should now look like the picture.

**Step 6:** Fold the two left-hand corners upwards on the dotted line, as shown by the arrows, one on each side to form wings. There's your bird.



**Find these different food articles hidden in this maze.**

Fruits, sweets, chocolates, ice cream, cake, biscuits

A	M	O	U	R	E	F	E	L	B
E	B	I	C	E	C	R	E	A	M
Q	P	C	D	E	H	F	O	M	N
R	F	Q	D	O	O	F	G	R	W
G	R	F	I	N	C	T	E	H	A
Z	U	N	I	C	O	I	K	L	I
X	I	C	L	E	L	U	O	J	M
Y	T	D	R	U	A	C	A	K	E
R	S	W	E	E	T	S	B	C	M
E	E	L	S	E	E	I	D	O	B
D	L	E	F	T	S	B	F	I	L

\_\_\_\_\_

\_\_\_\_\_

Which is your favourite food? \_\_\_\_\_

Do you share your favourite food with your friends?

### Poem

### **NOBODY'S FRIEND**

#### **Pre-reading activity:**

For the duration of one minute, students go around the class trying to find someone who has something similar to his/hers. For ex: name,

birthday, favourite sweet/fruit, mother tongue, residential area etc. At the end of one minute, each student brings along one more and announces to the class what he/ she shares with that student. For ex: I share my name/birthday/mother tongue etc.

**Read this poem about how a friend should be.**

She had some sweets that she wouldn't share,  
She had a book that she wouldn't lend,  
She wouldn't let anyone play with her doll,  
She's nobody's friend!



He had some toffee, and ate every bit of it,  
He had a bicycle he wouldn't lend,  
He never let any one play with his train,  
He's nobody's friend!



But I'll share all of my sweets with you,  
My ball and my books and games I will lend;  
Here's half my apple and half my cake  
- I'm your friend!

**-Enid Blyton**



*New words:*

Share: give to others from our portion;

Lend: give to use sometime.

**Let us understand:**

**1. Answer these questions orally:**

1. Do you like to share your favourite food or toys with others? Why?
2. Who is your best friend? Can you describe him/her?
3. Your friends and you have returned from playground. All are hungry. There is only one apple. What would you do?

**A. Discuss with your friends:**

1. What are the things we can share with others?
2. How should we treat the person who doesn't share with us?

**Let us write:**

**2. Write down the answers to these questions in your notebook.**

1. There are \_\_\_\_\_ children mentioned in the poem.
2. The girl would not share-
  - a. Sweet
  - b. Book
  - c. Doll
  - d. any of these
3. Why is the boy in the poem nobody's friend?
4. What does the child in the last stanza want to lend?
  - a. Bicycle
  - b. Cake
  - c. Books
  - d. sweet

**Let us learn new words-**

**3. A. Fill in the blanks with the opposite word choosing from the box given below. One is done for you.**

false, easy, light, hinder, sour, borrow, soft

Lend borrow

Difficult \_\_\_\_\_

True \_\_\_\_\_

Dark \_\_\_\_\_

Help \_\_\_\_\_

Sweet \_\_\_\_\_

Hard \_\_\_\_\_

**B. Look at these words in the poem**

Wouldn't, she's, I'll, I'm

Here are their full forms -

Wouldn't – would not

She's - she is

I'll – I will

I'm - I am

**Now write the full forms of the following words-**

Can't \_\_\_\_\_

It's \_\_\_\_\_

You're \_\_\_\_\_

What's \_\_\_\_\_

That's \_\_\_\_\_

He'll \_\_\_\_\_

**Let us repeat:**

**4. A. Say these words aloud-**

Train	this	think
top	that	thin
ten	though	three
tank	then	thigh
true	them	thick

**B. Write the words that rhyme with the words given below. One is done for you-**

Ball call tall

Lend send \_\_\_\_\_

Cake \_\_\_\_\_

\_\_\_\_\_ day \_\_\_\_\_

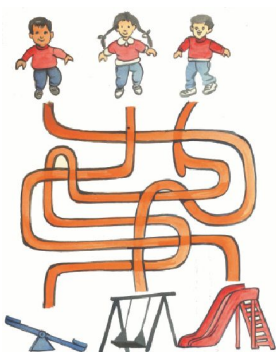
\_\_\_\_\_ bet

**Let us do:**

**5. Find the way to the toy.**

Ashraf, Chandana and Puneet are in the park. Help them find their way to their favourite place.

Colour Ashraf's path RED, Chandana's BLUE and Puneet's GREEN



**6. Let us enjoy this story-poem:**

**THE LION AND THE MOUSE**

A little mouse at play one day  
Did on a lion creep,  
And, tickling him as it ran off,  
Disturbed him in his sleep.

The lion, wakened, seized the mouse,  
And would have crushed it quite,  
Had not the little mouse implored,  
“Forgive me, Lord of might!





“I did not mean to give offence;  
Oh, spare my life this day,  
And I shall ever try my best  
Thy kindness to repay.”

The lion laughed and set it free,  
And went to look for prey,  
But he got caught in a net  
And could not get away.

He tried in vain to free himself  
From man’s ensnaring rope,  
When to him came the little mouse  
And told him to have hope.



It slowly bit with its small teeth  
The ropes that made the net,  
Till, one by one, the cords gave way,  
And free the lion set!

This shows that we should not despise  
The humblest thing that lives;  
The strongest at some time may need

The help a poor man gives.

**-Adapted from Aesop's fables: Edgar C. Hay – Ellis**

## UNIT 9

### PROSE

#### MAGNIFICENT SUCCESS STORY OF MARY KOM

##### Pre-Reading Activity

##### Listening Comprehension:

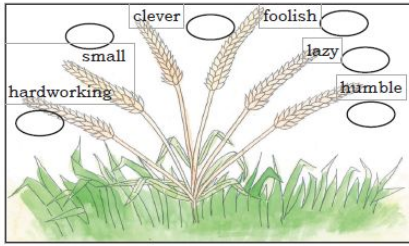
#### STORY OF THE ANT AND THE GRASSHOPPER

Once an ant was pulling a sheaf of wheat to its home. The grasshopper, which was singing in the field, looked at it and laughed. It asked the ant, "You are so tiny. Do you need so much food?" The ant stopped and said, "I cannot eat all of that now. But I have to stock for the winter. This will not be available then." The grasshopper laughed again and said, "Aren't you a fool to struggle like this?" You can always go out and eat your food, instead of keeping it in your house." The ant thought the grasshopper would never understand and went on its way. After some days, the weather changed and it began to rain. Soon it became very cold too, and very few animals came out. The ant was in its home, warm and happy, when it heard a knock on its door. It peeped out of the window and saw the grasshopper shivering and standing near the door. It asked what the grasshopper wanted. The grasshopper said, "I'm very hungry. Please give me something to eat." The ant remembered the way the grasshopper had laughed at it and said, "All summer you sang, now you go and dance. I've nothing for you."

##### Let us listen:

Listen to the story of the ant and the grasshopper and fill in their qualities in these bubbles.

Write (A) for qualities of the ant, and (G) for qualities of grasshopper.



**Let us read:**

**Inspire minds**

**Inspire Minds to change lives**

**Magnificent Success Story of Mary Kom**



Mary Kom was born in 1983 in a poor family in Kangathei, Manipur. She is the first daughter of Shri M Tonpa Kom and Smt. M Akham Kom. They belong to Kangathei village, a small village in Churachandpur district in Manipur.

Her parents, Mangte Tonpa Kom and Mangte Akham Kom, worked in jhum fields. Her family background speaks a lot of how Mary overcame hardship and inconveniences and created a name for herself in the arena of world boxing.

She completed her primary education from Loktak Christian Model High School, Moirang till her class sixth standard at St. Xavier School, Moirang up to class 8. She then moved to Adimjati High School, Imphal for her schooling for class 9 and 10, but could not pass her examination. She did not want to reappear for her exams so she quit her school and passed her

examination from NIOS, Imphal and graduation from Churachandpur College.

Being the eldest, Mary helped her parents work in the fields, cutting wood, making charcoal and fishing. On the other hand, she also spent a good time looking after her two younger sisters and a brother.

Mary Kom was interested in sports since her childhood. She took a keen interest in Athletics. When she was in class 6 in Loktak Christian Mission School, Moirang and class 7- 8 in St. Xavier School, Moirang, Mary thought that she would become a good athlete one day and carve a name for herself in the discipline. But fate decided otherwise.

She took to sports in an effort to provide some financial support to her family. “I was initially an all-round athlete, and 400-m and javelin were my pet events.”

It was the success of Dingko Singh that inspired her to become a boxer. The rise of Dingko Singh and the demonstration of women boxers at the 5th National Games (Manipur) inspired her. “When Dingko Singh returned from Bangkok (Asian Games) with a gold, I thought I should give it a try. Dingko’s success triggered a revolution of sort in Manipur and surprisingly I found that I was not the only girl who was drawn into boxing,” she has said.

Mary began boxing in 2000 and was a quick learner who preferred to be put through the same paces as the boys around her. “In just two weeks, I had learnt all the basics. I guess I had God-given talent for boxing.”

Mary had tried to hide her interest in boxing from her family, since it was not considered as a sport for them. Her father scolded her when a photo of her winning the state boxing championship appeared in the newspaper. This, however, did not deter her from pursuing a career in boxing.

Mary Kom decided to enter into the ring with determination and strong will. To pursue her dream of becoming a world class pugilist, she joined Sports Authority of India, Khuman Lampak and underwent an intensive training from coach and mentor, Shri. Ibomcha Singh.

At a tender age of 18, Mary made her debut at the first Women World Boxing Championship, after just one year of starting to learn boxing, which was held at Pennsylvania, USA. At her debut event itself, she won a silver medal in the 46 kg weight category. A year later, she went on to win the gold at the second Association Internationale de Boxe Amateur (AIBA) World Women's Senior Boxing Championship held at Antalya, Turkey.

Mary Kom is a mother of twin sons. In 2008, she came back from a two-year maternity break to clinch her fourth boxing gold in World Championships. That instantly won her the name "Magnificent Mary."

Mary Kom fought Asian champion Kim Myong Sim in the title bout at the Asian Cup women's boxing tournament in Haikou, China, little Khupneivar cheered for mummy from his hospital bed in Chandigarh.

#### Mary Kom's Quotes

"I do not only rely on my technique or strength but also on my mind."

"To be a successful boxer one must also have a strong heart. Some women are physically strong but fail when it comes to having a strong heart. One also must have the zeal and the right fighting spirit," says Mary Kom.

"People used to say that boxing is for men and not for women and I thought I will show them some day. I promised myself and I proved myself."

Likening her story to that of David facing Goliath, Mary Kom says, "I always remember I am also so small and Manipur is very small, but if I pray and if I do very hard work then I will win."

Mary Kom is a five-time successive World Boxing champion, a biennial amateur boxing competition organised by the International Boxing Association (AIBA). She is the only woman boxer to have won a medal in each one of the six World Championships. As of June 2012, she is ranked world no. 4 in the 51 kg women's category by AIBA. She has more than three Asian titles and eleven National titles under her belt.

She is a recipient of the Arjuna Award, the Padma Shri Award, the Rajiv Gandhi Khel Ratna Award and a special award from AIBA.

Mary Kom created history by becoming first person from north east to win bronze medal in Olympics 2012.

Source - “Inspire Minds”

New words:

Jhum: process of growing crops by clearing land of vegetation and burning them for good soil.

Arena: stage or scene.

Triggered: caused.

Revolution: a sudden and extreme change.

Pugilist: boxer

Goliath: A Biblical giant

Inspiration: stimulate

Let us understand:

**1. Answer these questions orally:**

1. Who are Mary Kom’s parents?
2. How did Mary Kom help her parents?
3. Why did Mary hide her interest in boxing from her family in the beginning?
4. Mention three important Mary Kom quotes.
5. Why is Mary Kom an inspiration for all women?

**A. Discuss with your friends:**

1. What do you want to become in life in future?
2. Tell your friends a story of a successful person that you have heard.

**Let us write:**

**2. Copy down the sentences and fill in the blanks with suitable words:**

1. When you read about Mary Kom’s childhood, you come to know how she overcame \_\_\_\_\_ and \_\_\_\_\_.

2. The success of the woman boxer \_\_\_\_\_ a revolution in Manipur and \_\_\_\_\_ Mary to become a boxer.
3. Boxing is usually seen as a \_\_\_\_\_ sport. But Mary Kom showed that it could also be a \_\_\_\_\_.

3. **Rearrange some of the letters of the word given on the left below and form three words from each as shown in the example. Write them in the space provided.**

Overcame:	over	came	care
Championship:			
Motherhood:			
Inspired:			
Belonged:			

**Let us learn new words:**

4. **A. Write down the opposites of the following in your book:**

New, dead, proud, patient, pleased, powerful

**B. Use the answers that you wrote for the above in the following sentences:**

1. When I saw the dog lying still for a long time, I thought it had died but thankfully, it was \_\_\_\_\_
2. My father was \_\_\_\_\_ when he saw my low marks in arithmetic.
3. Rima's grandmother walks very slowly because she is very \_\_\_\_\_
4. Only when a student is \_\_\_\_\_ can he/ she learn more.
5. When we face difficulties, we should not become \_\_\_\_\_.

**Let us learn usage:**

**Look at the following sentences:**



I have a pet dog. He has a brown body, an orange spot on the forehead and a white tail. He is the best dog in the world.

The underlined words are called “articles”. “A” or “An” are called Indefinite Articles and are used for singular things. “An” is used before words beginning with the vowels *a, e, i, o* and *u* when they stand for vowel sounds, whereas “A” is used before words beginning with consonants. “The” is called the Definite Article and is used when something is known.

1. Fill in the blanks using articles “a”, “an” or “the” wherever suitable in the paragraph.



Sonia was playing in \_\_\_\_\_ garden. \_\_\_\_\_ yellow butterfly flew near her. Sonia wanted to catch \_\_\_\_\_ butterfly. It flew and sat on \_\_\_\_\_ red rose. “Now I can catch it!” thought Sonia. As she stretched her hand, off flew \_\_\_\_\_ butterfly. There was \_\_\_\_\_ apple tree. \_\_\_\_\_ butterfly flew off and sat on \_\_\_\_\_ leaf in \_\_\_\_\_ tree. Sonia tried to climb \_\_\_\_\_ tree but it flew off and was soon caught in \_\_\_\_\_ ugly spider’s web on \_\_\_\_\_ tree. As \_\_\_\_\_ big spider came near \_\_\_\_\_ butterfly, Sonia caught it. \_\_\_\_\_ butterfly was beautiful with \_\_\_\_\_ orange spot on both wings. Sonia let it free. It went up in \_\_\_\_\_ sky.

**Let us spell:**

2. Complete the words given below by writing either “ie” or “ei” as appropriate.

fr \_ \_ nd

br \_ \_ f

bel \_ \_ ve

d \_ \_ d

th \_ \_ r

rec \_ \_ ve

w \_ \_ ght

h \_ \_ ght

### 3. Let us recite:

#### **Always Finish**

If a task is once begun,

Never leave it till it's done.

Be the labour great or small,

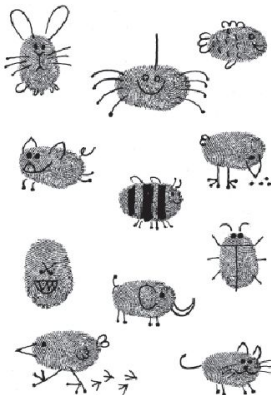
Do it well or not at all.

- **Anonymous**

### 4. Let us do:

#### **Learn art with your thumbs**

You will need: an inkpad, some paper, a black-coloured marker and, of course, your thumb! Try not to use too much paint as then the lines of your thumb-print will get mixed up. Always let the paint dry well-before you draw lines with a marker. Happy painting!



**Write two sentences on what you have drawn.**

Poem

## **MUMMY'S DARLING**

### **Pre-reading activity:**

What happens in your house on Sundays? Discuss in groups for one minute.

Read on to know how to get everyone's praise. (Repeat after your teacher.)

Sunday Morning

Mummy yells,



“Your room’s so dirty,  
Clean this mess.”  
Under my bed  
Was my wet swimsuit,  
A half-eaten cake,  
Smelly canvas shoes.

On the floor were  
Bubblegum wrappers.  
Pencil sharpenings  
And potato wafers.



At last when  
I cleaned my room  
With dust cloth, mop,  
Dustpan and broom,  
Dear Daddy smiled  
And Granny cooed,  
Grandpa hugged me  
Over the moon.



“Mum calls me \_\_\_\_\_”  
“Mum calls me \_\_\_\_\_”  
But when she calls me  
‘Her darling’  
I like that BEST!  
*New words:*  
Yells: shouts;  
Mess: untidy  
Wafers: chips;

Over the moon: very happy.

*Let us understand:*

**1. Answer these questions orally:**

1. On which day does Mummy want her child to clean the room and why?
2. What are the things found under the bed?
3. What is the harm if the room is dirty?
4. Is it a good habit to eat in one's study room or bed room? Why?
5. There are blanks after "Mum calls me \_\_\_\_". What could those words be?
6. When will Mum call the child "her darling"?

**A. Discuss with your friends:**

1. What do you do on Sundays?
2. How is your room? How do you like to keep it?

**Let us write:**

**2. Copy down the sentences in your notebook and fill in the blanks.**

1. Mummy becomes angry when the child's room is \_\_\_\_\_, and has become a \_\_\_\_\_.
2. The child had thrown on the floor \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. To clean the room, the child first used the \_\_\_\_\_, later \_\_\_\_\_ and \_\_\_\_\_, and then finally a \_\_\_\_\_.
4. The whole family expressed happiness when the child cleaned the room: Daddy \_\_\_\_\_, Granny \_\_\_\_\_, Grandpa \_\_\_\_\_ and Mummy \_\_\_\_\_.

**3. Let us recite:**

A Flea and a Fly in a Flue

A flea and a fly in a flue

Were imprisoned, so what could they do?

Said the fly, "Let us flee,"

Said the flea, "Let us fly."

So they flew through a flaw in the flue.

(Flue- a passage in a chimney for gases; flea – a small wingless jumping insect; flee – run away; flaw- gap)

**Let us say aloud:**

**4. Listen and repeat the following pairs of words after your teacher.**

pan – pane; wet – wait; fell – fail; sell – sail; tall – tool; call – cool; mop – mope; best – beast; ship – sheep; live – leave.

## UNIT 10

### PROSE

#### WHO'S BLESSED?

**Pre-reading Activities:** Listen to the story and discuss the questions.

**Listening Activity:**

#### WHO'S THE MOST IMPORTANT ONE?

Once upon a time, all the trees in the forest started fighting among themselves.

The coconut tree said, "I am more important. I give coconuts. You can drink it, eat it, and make oil and even a rope from it."

The Mango tree said, "I am more important. I give delicious mangoes to eat and I also give shade."

The Neem tree said, "I am more important. I give shade. People make medicines with my leaves, flowers and seeds. I drive mosquitoes away."

The Gulmohar said, "I am no less. I give shade and beauty. My flowers are a beautiful orange colour."

No one could give a satisfactory answer. So they all went to the Banyan tree. "You are the oldest and wisest of us all. Tell us who is the most important."

The Banyan tree said, "All of you try to do everything. Try to give flowers and fruits, shade and medicine, oil and wood and paper."

All the trees went back and tried hard. But they could not do everything. The Coconut tree could not give orange flowers or shade. The Neem could not give mangoes. The Gulmohar could not give coconuts or mangoes.

They all went to the Banyan tree again and said, "We cannot do everything". The Banyan tree said, "Yes, you are all different. You do different things. So you are all important."

Let us understand:

1. Which tree started the fight?
2. What did the Neem tree say?
3. Who did they go to? Why?

**After you listen to the story “Who’s the most important?” narrated by the teacher, write true or false beside these sentences.**

1. The mango tree gives fruit throughout the year.
2. The coconut tree gives a lot of shade.
3. All trees are important.
4. The Gulmohar tree has no use.
5. All the trees were satisfied with the banyan tree’s judgement.

**Let us read:**

### WHO’S BLESSED?

Once upon a time, it was very cold in the high mountains in the north. All the birds flew away to warm places. They would come back in spring.



But there was a little bird with a broken wing. She could not fly. She looked around for a place to keep her warm. Then she saw the trees in the forest. She thought, “May be the trees will keep me warm through the winter”. So, she went to the forest hopping with her broken wing. The first tree she came across was a slim Birch tree. “Oh, beautiful birch tree”, she said, ‘will you let me stay in your branches till spring comes?



“Oh, no!”, said the birch tree. “I have to take care of my leaves through the winter. Go away!”



The little bird hopped with the broken wing and went to the next tree. It was a big Oak tree.



“Oh big Oak tree!” said the little bird, “Will you let me stay in your warm branches till spring comes?”

“Oh, no, sorry!” said the oak tree. ‘If you stay in my branches all winter, you will be eating all my nuts. Go away’.

So the little bird hopped with the broken wing and went to the willow tree near the stream.



“Oh lovely Willow tree,” said the bird, “will you let me stay in your branches all winter?”

‘No, sorry!’ said the willow tree, ‘I don’t speak to strangers. Go away’

The poor little bird was very sad and did not know what to do and where to go with the broken wing.

**Name the trees that did not let the little bird to stay with them.**

\_\_\_\_\_



At that time the spruce tree saw her and said, “Where are you going, little bird?”

“I do not know,” said the little bird. ‘My wing is broken and I cannot fly. And the trees in the forest will not let me live in their branches’.

“Oh! But you may live in my branches,” said the spruce tree.

“But may I stay all winter?”

‘Yes,’ said the Spruce tree- “I shall love to have you.” Just next to the spruce tree stood a tall and strong pine tree. The pine tree said to the Spruce tree, “I am big and strong. I will keep the wind off your branches and in turn your branches can give warmth to the little bird.”



Along with the spruce tree and the Pine tree stood a juniper tree with lovely tasty berries all over her branches. The juniper tree offered food to the little bird. He said to the little bird, ‘You can have my berries for dinner all winter. My berries are very good for birds’.

**List the grains and food birds love to eat.**

\_\_\_\_\_

The little bird felt very nice, warm and comfortable in the branches of the tree.

At night, the North Wind and his father came to the forest to play. The North Wind puffed at the leaves and the leaves fell down on the ground in the forest. He loved to see the trees without their leaves.

He asked his father, ‘Dear Father, may I touch and blow out every leaf in the forest?’

“No, my dear son,” said the father, “The trees which were kind and gave shelter to the little bird in this cold winter may keep their leaves.”

At that time, the birch, the oak and the willow trees were ashamed. They realized their mistake and were sorry.

And the spruce, the pine and the juniper kept their leaves all the year round and became evergreen trees.

**Write the names of the trees that helped the little bird.**

\_\_\_\_\_

Let us understand:

**1. Answer these questions orally:**

1. Where did the story take place?
2. Where did all the birds go?
3. Why didn't the little bird go with them?
4. What did the little bird want?

**Let us speak:**

**2. Answer these questions orally:**

1. Do plants really keep their leaves and fruits to themselves?
2. What will happen if they do so?
3. How different are they from man in that aspect?
4. If a friend wants your help, what will you do?

**Let us write:**

**3. A. Write answers to the following questions in your notebook.**

1. Why did the little bird stay back in the forest?
2. When will the other birds come back?
3. Which trees were ready to help the little bird?

4. How did they help the bird?
5. How were the selfish and unhelpful trees taught a lesson?
6. Which trees became evergreen trees? Why?

**B. Match the dialogues in column A with their responses in Column B.**

A	B
1. "O, beautiful Birch tree"	A. "You'll be eating all my nuts."
2. "O lovely willow tree"	B. "I don't talk to strangers."
3. "O big oak tree"	C. "I have to take care of my leaves."
4. "But may I stay All winter?"	D. "The Spruce, pine and Juniper may keep their leaves."
5. "May I blow out every leaf?"	E. "I shall love to have you."

**C. Match the description and the trees.**

A	B
Beautiful	Birch
Lovely	Oak
Big	Willow
Strong	Juniper
Tasty berries	Pine

**4. Let us practise language:**

**A. Read the following and give answers/ questions in the same way.**

1. Can a coconut tree give mangoes?

No, a coconut tree cannot give mangoes. It gives us coconuts.

**Now, answer the following questions in the same way.**

Can the banyan tree give flowers?

No, \_\_\_\_\_

Can the Neem tree give coconuts?

\_\_\_\_\_

Can the mango tree give medicine?

\_\_\_\_\_

The neem tree does not give pineapple.

Q. Does the neem tree give pineapple?

**B. Frame questions for the following sentences in a similar manner.**

A. Gulmohar tree does not give apples.

Q. \_\_\_\_\_

A. The mango tree does not give coconuts.

Q. \_\_\_\_\_.

**5. Let us learn new words:**

**A. Circle the odd one**

- a. gooseberry, jackfruit, mango, banana
- b. carrot, beans, peas, orange
- c. jasmine, rose, lotus, cauliflower
- d. ant, grasshopper, bee, bat
- e. coconut, banana, neem, Gulmohar

**B. Which vegetables/ fruits do you like? Make a list.**

I like -

I don't like -

Ask three friends in your class about what they like and don't like. Make a list.

For ex. Sunil likes \_\_\_\_\_

Sunil does not like \_\_\_\_\_

**6. Match the sentences in column A with their punctuation marks in column B:**

A	B
1. Do you like singing	.
2. Give me your book	?
3. What a lovely flower	,
4. If trees are man's best friends	!

**7. Let us do:**

**Let us make a bird-bath:**

Keep a broad, shallow vessel full of water in front of the house. Scatter some seeds around it. Birds will come in summer, drink the water, and eat the seeds.



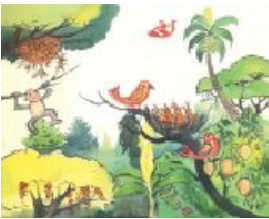
Poem  
**TREES**

### Pre-reading activity:

Think about the uses of trees. Each student should mention one use. (There are more than 25 uses of trees.)

Read the following poem to know more about trees.

Neem, Peepal, Banyan  
Coconut, Mango, Banana  
Tamarind, Gulmohar  
Eucalyptus, Ashoka



Trees short, trees tall  
Trees large, trees small  
Trees are home for birds and bees  
Trees dance and sway in the breeze

Trees lush, trees bare  
Trees cool and clean the air  
Plant trees everywhere  
For trees are precious, friends rare.  
-(from **Karadi rhymes**)

#### *New words:*

Lush: growing thickly and strongly

Sway: move from side to side

Precious: very valuable

#### *Let us understand:*

##### 1. **Answer these questions orally:**

1. Name the kinds of trees mentioned in the poem.
2. Name two fruit-bearing trees mentioned there.
3. Which is the tree which gives bright red flowers?

4. To whom are the trees friends?
5. How do the trees clean the air?

**Let us speak:**

**2. Answer these questions orally:**

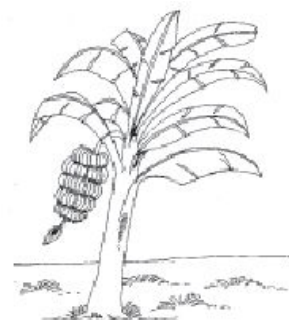
1. Who should grow trees?
2. What are the ways in which trees help us?
3. Is it possible to grow a tree in front of every house?

**Let us write:**

**3. Copy down these sentences in your notebook and fill in the blanks:**

1. The rhyming words in the poem are:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
2. Trees are home for \_\_\_\_\_ and \_\_\_\_\_
3. Trees \_\_\_\_\_ and \_\_\_\_\_ the air.
4. The pairs of opposites in the poem are:
  - a. \_\_\_\_\_ and \_\_\_\_\_
  - b. \_\_\_\_\_ and \_\_\_\_\_
  - c. \_\_\_\_\_ and \_\_\_\_\_
  - d. \_\_\_\_\_ and \_\_\_\_\_

**Color the picture given below.**



**4. Let us recite:**

*TREE TALK*



I am a tree,  
Fat and round.  
I have lots of green leaves  
On my crown.



I have a trunk,  
Tall and wide.  
Here birds and squirrels  
Love to hide.

I give you flowers,  
I give you wood,  
I give you shade,  
I give you food.

## WORD LIST

**Absorb:** take in

**Anonymous:** with a name that is not known or not made known ಅನಾಮಿಕ

**Aquarium:** a water-filled glass tank for keeping fish and other water creatures and plants

**Aspect:** a particular part or feature of a matter

**Assumed:** pretend to have or feel

**Attack:** act harmfully upon (someone or something) ದಾಳಿ ಇಡು

**Begets:** leads to, gives birth to

**Berry:** a small round juicy fruit without a stone

**Birch tree:** a slender tree with thin, peeling bark

**Blinking:** shutting and opening the eyes quickly

**Bowing:** bending forward as a mark of respect to someone

**Brunt:** the chief effect of something bad

**Cannibal:** a person who eats the flesh of other human beings ನರಭಕ್ಷಕ

**Cartoons:** an animated film or set of humorous drawings ವಂಗ ಚಿತ್ರ

**Chanting:** repeating a phrase or singing a phrase repeatedly ಮಿಂತ್ರವನ್ನು ಜಪಿಸುವುದು

**Cheer:** shout for joy or in praise or encouragement

**Cheese:** food made from the pressed curds of milk

**Cooed:** spoke very lovingly, in a soft voice

**Coral reef:** the place where coral is found

**Coral:** a hard substance secreted by certain sea animals as an external skeleton, used in jewellery ಹವಳೆ

**Cord:** thin string or rope made from several twisted strands

**Courage:** the ability to do something that frightens one

**Cowherd:** one who takes the cows for grazing ಗೊಲ್ಲ

**Creep:** move slowly and cautiously ಮೆಲ್ಲಗೆ ಸರಿದಾಡು

**Crown:** the top or highest part of something ಮೇಲ್ಭಾಗ

**Crushed:** press so as to squash or kill

**Demon:** an evil spirit or devil

**Despise:** hate, dislike strongly

**Disguised:** changed in appearance or nature so as to conceal the identity of

**Display:** put on show in a noticeable and attractive way

**Dolphin:** a small whale with a beak-like snout and a curved fin on the back

**Drown (ed):** die or kill through submersion in water

**Duckling:** the young one of a duck

**Dustpan:** steel or plastic pan used to collect dust from the floor

**Ensnaring:** catching in or as in a trap

**Fable:** a short story with a moral

**Favourite:** the one liked more than all others of the same kind

**Flamingo:** a wading bird with mainly pink or scarlet feathers and a long neck and legs

**Glide:** move with a smooth, quiet motion ಹರಿದಾಡು

**Globe:** the earth

**Gnaw:** bite at or nibble something continuously ಕಡಿಯುವುದು

**Goldsmith:** a person who makes gold articles ಅಕ್ಕಸಾಲಿಗ

**Grab (bed):** to take suddenly and roughly

**Grunt:** (of an animal) make a low, short sound

**Habitat:** the natural home or environment of an animal or plant

**Hazy:** vague or unclear ಮಸುಕಾಗಿರುವುದು

**Honoured:** an award or title given as a reward for achievement

**Hop:** (of a bird or animal) jump along with two or all feet at once

**Hugged:** hold (someone or something) tightly in one's arms ತಬ್ಬಿಕೊಳ್ಳುವುದು

**Humblest:** of the lowest rank

**Hymn:** a religious song of praise, especially a Christian one ಶ್ಲೋಕ

**Ignore (d):** fail to notice or consider (something important) ನಿರ್ಲಕ್ಷಿಸು

**Implored:** beg earnestly or desperately ಮೊರೆಯಿಡು

**Incident:** an event, a happening ಘಟನೆ

**Jumbled:** mixed up

**Jungle:** an area of thick tropical forest and tangled vegetation ದಟ್ಟ ಅಡವಿ

**Juniper:** an evergreen shrub or small tree with sweet-smelling berry-like cones

**King's court:** the residence, ministers and household staff of a king ರಾಜನ ದರ್ಬಾರ್

**Kitten:** the young one of a cat

**Kiwi:** a New Zealand bird with hair-like feathers and a long bill, has no tail and cannot fly

**Kneel:** sit or rest on a knee or the knees ಮಂಡಿ ಉಸುವುದು

**Labour:** hard work

**Lark:** a brown songbird that sings while flying

**Leap:** jump high or a long way ಜಿಗಿಯುವುದು

**Link:** join, bring together

**Lord of might:** a very strong person

**Maiden over:** an over in which no runs have been scored by the batsmen

**Mason:** a builder and worker in stone ಮೇಲ್ವಿ

**Maze:** a complicated network of paths through which one has to find a way

**Microscopic:** so small in size that it has to be seen through a microscope

**Mop:** a bundle of thick strings or a sponge or cloth attached to a handle used for wiping floors

**Oak tree:** a large tree which produces acorns and a hard wood used for building and furniture

**Obstacle:** a thing that blocks one's way or hinders progress

**Offence:** a feeling of hurt or annoyance

**Ostrich:** a large African bird with a long neck and long legs that runs fast but cannot fly ಉಪ್ಪುಪಕ್ಷಿ

**Over:** a sequence of six balls bowled by a bowler from one end of the pitch

**Pane:** a single sheet of glass in a window or door

**Patriotic:** strongly supporting one's country and being ready to defend it

**Pattern:** a repeated decorative design

**Penguin:** a black and white seabird of the southern hemisphere which cannot fly

**Pet:** a bird or animal kept for companionship or pleasure ಸಾಕು ಪ್ರಾಣಿ

**Pilot:** a person who operates the flying controls of an aircraft

**Pine tree:** an evergreen coniferous tree having clusters of long needle-shaped leaves

**Pounce:** move suddenly so as to catch or attack

**Prey:** an animal hunted and killed by another for food

**Principles:** rules or beliefs governing one's personal behavior

**Proverbs:** a short saying stating a general truth or giving a piece of advice ಗಾದೆಗಳು

**Punctuality:** quality of keeping to the appointed time

**Punctuation:** marks such as full stop, comma etc. used in writing in order to separate sentences and to make the meaning clear

**Recite:** repeat (a passage or a poem) aloud from memory in front of an audience

**Reflect (ed):** (of a mirror or shiny surface) show an image of

**Repay:** give back (a loan)

**Riddle:** a cleverly worded question that is asked as a game ಒಗಟು

**Roaming:** travel or move around without a purpose over a wide area

**Sacrifice:** giving up something one loves for the sake of something that is more important ತ್ಯಾಗ

**Sage:** a very wise man ಸಾಧು

**Sailor:** a person who works as a member of the crew of a ship or boat ನಾವಿಕ

**Scared:** afraid

**Scatter:** throw in various random directions ಎರಚು

**Scream:** a loud, piercing cry or shout expressing great emotion or pain ಚೀರುವುದು

**Sea anemone:** a sea creature with a tube-shaped body which bears a ring of stinging tentacles around the mouth

**Seahorse:** a small sea fish with an upright posture and a head and neck like that of a horse

**Seal:** a water-dwelling mammal with flippers and a streamlined body

**Seize (d):** take hold of suddenly and forcibly

**Shallow:** not very deep; having a very short distance between the top and the bottom

**Shark:** a large sea fish with a triangular fin on its back

**Shied:** unwilling or reluctant to do something

**Shore:** the land along the edge of a sea, lake etc. ತೀರ

**Simplicity:** quality of being simple, humble ಸರಳತೆ

**Skilled:** having special abilities or training

**Spare:** stop from killing or harming

**Spruce tree:** a widespread coniferous tree with a conical shape and hanging cones

**Starfish:** a sea creature having a flattened body with five or more arms extending from a central point

**Stroll (ed):** walk in a leisurely way ನಿಧಾನವಾಗಿ ಚಲಿಸು

**Suitable:** right or appropriate for a particular person, purpose or situation

**Swing:** move back and forth or from side to side while hanging ತೂಗಾಡು

**Tailor:** a person whose occupation is making clothes for people ದರ್ಜಿ

**Thigh:** the part of the leg between the hip and the knee ತೊಡೆ

**Tickle (d):** lightly touch in a way that causes twitching and often laughter  
ಕಚಗುಳಿ ಇಡು

**Tongue twister:** a sequence of words that is difficult to pronounce quickly

**Trot:** move at a speed faster than a walk

**Uncountable:** that which cannot be counted, abstract

**Unfair:** not showing fairness or justice

**Untired wing:** wing which allows the bird to fly for a long time

**Unusual:** not often done or occurring ಅಪರೂಪ

**Varied:** involving a number of different types

**Vertebrate:** an animal having a backbone, including mammals, birds, reptiles, amphibians and fishes

**Wakened:** get up from sleep

**Warrior:** brave soldier or fighter

**Wild boar:** a wild pig with tusks

**Willow tree:** a tree which typically grows near water, has narrow leaves and bunches of small flowers

**Wiping:** cleaning or drying by rubbing with a cloth or one's hand  
ಒರೆಸುವುದು

**Wrappers:** outer covers of chocolates or biscuits

**Wren:** a very small songbird with a cocked tail